### Trinity Western University

**Course Syllabus**

**Hist 423 Online**

### History of the First World War

### Semester: Summer 2017 Office: RNT 209

### Instructor: Steven Hicks Ph. 3039

### Prerequisite: 6 semester hours of history courses E-Mail: shicks@twu.ca

### Course Description:

### A online seminar based course involving an examination of the origins, course and impacts of the First World War. Primary focus will be on not only the various campaigns and fronts of the war, but also on specific issues such as the nature and impact of trench warfare, the domestic policies of the belligerent powers, and the social, economic and political impacts of the conflict.

**Course Learning Outcomes:** The following outlines TWU’s Student Learning Outcomes relevant to this course as well as the learning outcomes specific to this course.

**TWU Student Learning Objectives:**

**1) Knowledge and its application**

**2) Cognitive complexity**

**3) Spiritual Formation**

**4) Social Responsibility and Global Engagement**

**5) Leadership**

**Student Learning Outcomes: by the end of the course students will:**

**1**) Have gained insight into the course and nature of one of the great defining events of the twentieth century as well as into the nature of modern warfare itself.

**2**) Have gained the opportunity to examine Christian responses to issues such as war and peacemaking, relations with government, and revolution.

**3)** Be able to think critically about historical writing and the events and issues of the past by evaluating the arguments and interpretations put forward by historians, weighing the evidence historians present, and making judgments about the strength of historians' arguments.

**4)** Have developed stronger critical thinking, research and writing skills which can be applied in multi-disciplinary work.

### 5) Gained an ability to respond with wisdom, humility and charity to questions, issues, and problems of the human condition

### Required Texts:

### Michael Neiberg, *Fighting the Great War, A Global History*

### Cambridge: Harvard University Press, 2005. (ebook TWU library)

Ian Cawood, *The First World War*, London: Routledge Press, 2001 (ebook TWU library)

Peter Englund, *The Beauty and the Sorrow: An Intimate History of the First World War,*

New York: Alfred A. Knopf, 2011.

### Erich Maria Remarque, All Quiet on the Western Front

### Toronto: Random House, 1996

**Course Outline:**

### Unit 1 (June 26-28) Origins of the First World War

### Readings: Neiberg, Introduction (1-10)

### I. Cawood, *The First World War*, Chap 1 (3-21) – TWU Library ebook

\*Fritz Fisher, “World Policy and War Policy”

\*J. Remak, “1914, The Third Balkan War”

### \*Paul Schroeder, “World War I as Galloping Gertie” (mycourses)

### \*Video: *The Great War* Episode 1 “Explosion”

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### Unit 2 (June 29-July 1) Shattering Expectations: The Western Front From Outbreak to

### Stalemate

### Readings: Neiberg, Chaps 1 (11-37)

### Englund, 1914 (1-72)

I. Cawood, *The First World War*, Chap 2 (22-39) – TWU ebook

N. Ferguson, “August Days” (mycourses)

“Documents on Popular Responses to the War (mycourses)

### \*Video: *The Great War* Episode 2 “Stalemate”

### Unit 3 (July 3-5) "Mud, Slime and Vermin": The Reality of Trench Warfare 1915

### Readings: Neiberg, Chap 3 (67-94)

### Englund, 1915 (73-82, 85-88, 91-93, 97-100, 105-108, 131-133, 136-139,

### 142-143, 156-157, 161-167, 182-184)

### P. Fussell, “Troglodyte World”

### Donald Hankey *A Student in Arms* (mycourses)

### \*Video: *The Great War* Episode 2 (44.27-50.12) – Review from Wk 2

### *For King and Empire,* Episode 1 “Baptism of Fire”

### Unit 4 (July 6-8) Beyond the Western Front: War on the Eastern Front

**Readings:** Neiberg Chap 2 (38-66)

Englund, 1914 (14-26, 32-37, 41-45, 48-50)

1915 (84-85, 88-89, 102-105, 116-120, 124-125, 128-129, 133-136,

141-143, 144-145, 147-149, 155-156, 157-158, 159-161, 169-171,

174-176, 178-180, 182.

### P. Gatrell, *Russia’s First World War*, Intro, Chap 1 (1-37) (mycourses)

### \*Video: *The Great War Episode 2* (27:12-32:05)

*The First World War Episode 5 “Shackled to a Corpse”*

### Unit 5 (July 10-12) Beyond the Western Front: The Globalization of Conflict

### Readings: Neiberg, Chap 4 (95-122) 5 (140-149)

### Englund, 1915 (82-84, 93-97, 100-102, 108-116, 120-123, 139-141,

### 149-153, 168-169, 184-190, 192-193, 199-200)

T. Wilson, “Forward Moves Gallipoli” (mycourses)

\*Video *The Great War* Episode 3 “Total War”

### Unit 6 (July 13-15) "Slaughter": Campaigns 1916

### Readings: Neiberg, Chaps 6, 7 (150-202)

### Englund, 1916 (201-314)

### Erich von Falkenhayn (mycourses)

T. Wilson, “Summing Up the Somme” (mycourses)

### \*Video: *The Great War* Episode 4: “Slaughter”

### *For King and Empire,* Episode 2 “Slaughter and Sacrifice”

### Unit 7 (July 17-19) War and the Home Front: World War I as Total War

### Readings: Neiberg, Chap 11 (280-305)

### I. Cawood, *The First World War*, Chaps 3, 5 (40-97) – TWU ebook

N. Ferguson, “Economic Capability: The Advantage Squandered”

K. Allen, “Food and the German Home Front”

### \*Video *The Great War* Episode 3 “Total War”

### Unit 8 (July 20-22) War and the Home Front: Mobilization and Gender

### Readings: I. Cawood, *The First World War*, Chap 4 – TWU ebook

\*S. Grayzel, “Liberating Women?” (mycourses)

\* M. Stockdale, “My Death for the Motherland...” (mycourses)

\*Video “And We Knew How to Dance”

### Unit 9 (July 24-26) Reaction: Responses to the Reality of War

### Readings: Neiberg, Chap 9 (229-253), Chap 10 (254-279)

### Englund, 1917 (315-333, 335-336, 340-366, 367-382, 385-403, 405-409, 412-419)

### I. Cawood, *The First World War*, Chap 6, (98-117) – TWU ebook.

War Poetry (mycourses)

### M. Eckstein, “Reason in Madness” (mycourses)

### L Stryker, “Mental Cases..” (mycourses)

### \*Video: *The Great War* Episode 5 “Mutiny”

### \*Video: *For King and Empire* Episode 3 “Storming the Ridge”

### Unit 10 (July 27-29) Reactions cont…

### Readings: Remarque, "All Quiet on the Western Front"

### Unit 11 (July 31-Aug 2) World War I and Revolution: Russia From Crisis to Collapse

### Readings: Neiberg, Chap 8 (203-228)

### Englund, 1917 (333-335, 336-340, 366-367, 382-385, 403-405, 409-412)

### I. Cawood, *The First World War*, Chap 7 (118-126, 131-136) – TWU ebook

### S. Fitzpatrick, “1917: The Revolutions of February and October” (mycourses)

### Barbara Engel, “Not by Bread Alone…” (mycourses)

\*Video *The Great War* Episode 5 “Mutiny”

### *For King and Empire* Episode 4 “Slaughter in the Mud”

### Unit 12 (Aug 3-5) Exhaustion and the Emergence of Armistice 1917-1918

### Readings: Neiberg, Chap 11 (306-330), Chap 12 (331-356)

Englund, 1918 (420-508)

I. Cawood, *The First World War*, Chap 7 (126-136) – TWU ebook

T. Travers, “The Allied Victories, 1918”

J. Mosier, *The Myth of the Great War*, Chap 16, 17

H. Herwig, “Operation Michael: The Last Card”

\*Video *The Great War* Episode 6 “Chaos and Collapse”

*For King and Empire* Episode 5 “Masters of War”

### Unit 13 (Aug 7-9) Waging Peace

### Readings: Neiberg, Conclusion

I. Cawood, *The First World War*, Chap 8 (137-154) – TWU ebook

“Documents on Versailles”

\*Video *The Great War,* Episode 7 “Legacy”

**Unit 14 (Aug 10-12) The Modern World and the Legacy of WW I**

\*Video *The Great War,* Episode 8 “War Without End”

### *For King and Empire* Episode 6 “Shadows of the Great War”

### Course Requirements:

### Seminar Participation 5%

Forum Responses 20%

### All Quiet on the Western Front Review (July 29) 10%

### Final Exam 30%

### Term Essay (Aug 21) 35%

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**Grading:**

A+ 90-100% C+ 67-69% F 49%

A 85-89% C 63-66%

A- 80-84% C- 60-62%

B+ 77-79% D+ 57-59%

B 73-76% D 53-56%

B- 70-72% D- 50-52%

**University Standard Grading System**

The Standard Grading System can be found at the University Homepage > Academics > Academic Calendar > Academic Information > Grading Practices [University Homepage > Academics > Academic Calendar > Academic Information > Grading Practices](http://www.twu.ca/academics/calendar/2014-2015/academic-information/grading-practices/)

### Assignments:

**1) Forum Discussions:**

### Given the online nature of this course the seminar portion of this class is absolutely vital. Each week is divided into two study units, the first running from Monday to Wednesday and the second from Thursday to Saturday. For each unit students will required make two postings to the discussion forum. The first posting must be a response of 400-500 words to the posted discussion question based on the specific discussion readings and videos assigned for that session. These responses must respond to the question(s) posed by directly interacting with the readings by presenting directly cited evidence from the readings and videos. These initial postings must be made by the end of the second day of each session (Tuesday or Friday) in order to provide other students with the chance to respond. The second posting must be a response of 200-250 words to the initial posting of at least 1 other student. The objective here is academic dialogue and engagement. Responses to the group therefore must be substantive in nature and will be judged on the basis of their quality and insight.

### 2) Book Review: During the course of this semester we will be reading the most influential book to emerge out of the First World War, Erich Maria Remarque’s *All Quiet on the Western Front*. Students will be required to submit a 3-5pg (double spaced, 12 point font, proper use of citations) critical review of this work for Unit 10 (July 29).  This review should not take the form of a synopsis (retelling of the story) or literary analysis.  Instead it should explore the historicity of the novel.  Given that the First World War is seen as perhaps the most transformative event of the twentieth century, both on an individual and a societal level, what does Remarque’s novel tell us about the nature of that transformation and its impact on the generation of 1914.  Please note that for your edification I have posted links to the 1979 film adaptation of this work to our mycourses page.  This is not meant as a substitute for reading the book!  Some significant portions of the novel are not covered in the film.  Moreover, as part of this assignment you will be expected to provide direct cited evidence from the text itself in order to support your analysis.

### 3) Research Essay: Students will be required to submit a 13-15 page argumentative research paper on a topic related to one of the weekly subjects. Guidance as to proper forms as well as bibliographic suggestions will be provided by the instructor. However, duplication of topic by a number of students will be strongly discouraged. For this reason students will be required to submit a proposed topic to the instructor by Aug 14 at the latest. The instructor reserves the right to refuse to accept any paper submitted without prior approval of topic. Essays are due Aug 21 via the provided dropbox on your mycourses page. \*\*\*Late Policy: Late papers submitted without prior approval will be penalized 3 marks per day.

**4) Final Exam:** The final exam for this course will be take home in nature. The dates and format are to be announced.

**Students with a Disability**

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined in the Student Life section of the University Calendar.

**Academic Integrity and Avoiding Plagiarism at TWU**

### As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar, pp. 37-38). Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:  <http://www.acts.twu.ca/lbr/plagiarism.ppt> <http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial) <http://www.acts.twu.ca/lbr/Plagiarism_Short.swf> (8 minute flash tutorial)

### Closure Policy: In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), CKSR (104.9 FM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard (604-888-7511) and website (http://www.twu.ca/conditions/). The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.