

## **History 362G**

**Dr. Villalon**

# **WORLD WAR I**

## **Course Syllabus**

### **General Information:**

- (1) Full Course title: World War I: "The War to End All Wars"**
- (2) Semester: Fall, 2012**
- (3) Professor: L. J. Andrew Villalon (Dr. V; Mr. V)**
- (4) Course number(s): 362G (39535)**
- (5) Course section: Single section taught by Professor Villalon**
- (6) Days/Time of Class Meeting: M-W-F/2-3 p.m.**
- (7) Classroom: WEL 2.304**
- (8) Office: GAR 4.120**
- (9) Office Hours: M: 3-5 pm; W: 3-5 pm, F: by appointment only**
- (10) Office Phone: (512) 475-8004**
- (11) Email Address: avillalon@austin.rr.com**
- (12) History Departmental Office: First floor of Garrison Hall (GAR) (First door on the right when coming in the building's main entrance)**
- (13) Departmental Phone: (512) 471-3261**
- (14) Name of professor's website on which all UT course materials appear: WIRE PALADIN**
  - (a) URL for the Website--<http://www.webspace.webring.com/people/ca/avillalon/>**
  - (b) URL for this course--<http://webspace.webring.com/people/ca/avillalon/c-SpanHist-index.html>**

**(If you do not have the URL to my website readily available or bookmarked, you can always find it easily by typing into Google "Andrew Villalon Wire Paladin". The website should come up as the first entry on the resulting list of possible sites. You can then click through to it.)**

**(If you ever arrive for a meeting at the professor's office after 5 pm, the controlled access to**

**the 4th floor requires phoning the professor's office either before or upon arrival in order to have the locked door opened.)**

## **Contacting the Professor:**

There are three reliable ways to contact this professor:

- (1) Speak with him after class. (If the subject requires a lengthier conversation, an appointment can be made to meet during office hours.)
- (2) Simply come to the professor's office during the posted office hours.

No appointment is needed; I am almost always available in my office (or very nearby) during office hours. If you do not at first find me, try either the departmental office on the first floor or photocopying machine on the third.

If, for whatever reason, I have to miss an office hours, something that does not happen often, then I shall try to leave a note on the door. If that occurs, let me apologize in advance.

- (3) Contact the professor through email.

I check and respond to my email regularly and will try to reply to your message as soon as I see it. It is always best to send messages to my home email address (given at the beginning of the syllabus).

Other means of getting in contact are much less certain.

I will answer phone calls to the office if I am there, but I will not call students back.

I have purposely omitted my home telephone number from this syllabus for the simple reason that I will not wish to receive student phone calls at home. Email serves the same purpose, more reliably and less obtrusively.

## **Contacting the Teaching Assistant:**

Depending upon the number of student taking the course, the History Department may assign a teaching assistant (TA) to help with such matters as grading.

It will be announced in class whether or not there is a TA and, if so, how the student can contact him/her.

For more about contacting the TA, [click here](#).

## **Course Webpages:**

Webpages for World War I are posted on the teaching section of my website, **Wire Paladin** .

Like the rest of my teaching materials, the course webpages can be reached by accessing the website's main index page, then clicking on the chess knight entitled University of Texas Courses taught by Dr. Villalon. Alternatively, you can go directly to the course webpage. (The URL to that particular webpage is also given above.)

As already noted, if you do not have available the URL to my website, you can still find it easily by typing

into Google "Andrew Villalon Wire Paladin." The website should come up as the first entry on the list. You can then click through to the main index and follow the links to the course webpage.

Throughout the semester, this webpage may undergo occasional updating. You are responsible for periodically consulting it to see if anything new has been posted. If you are reading this syllabus, you are already aware that it is also posted on the webpage. Your first assignment is to **READ THIS SYLLABUS CAREFULLY**.

## **Introduction to the Course:**

World War I (1914-1918) was a monumental struggle that tore Europe apart and accounted for the death of millions; its echoes continue to reverberate even at the close the twentieth century and opening of the twenty-first. It was indeed "the Great War," a name by which it was known for many years after its conclusion. World War I marked the beginning of the end of a domination over world affairs which the European nations had exercised for centuries. Although only the German colonial empire immediately disappeared, the conflict sewed the seeds of a massive decolonization that would characterize the twentieth century. World War I destroyed the existing political order and, to a lesser extent, the economic order as well. It swept away four of the ancient monarchies of Europe--the Hapsburgs of Austria-Hungary, the Romanovs of Russia, the Hohenzollerns of Germany and the Ottoman Dynasty which ruled Turkey. It brought Communism to power in Russia and laid the foundations for the post-war growth of Fascism across much of the continent. It catapulted the United States into the status of a major world power, the responsibilities of which she would try (unsuccessfully) to abdicate following the struggle. World War I devastated--both physically and psychologically a generation of European youth. It fanned the flames of nationalism among the long suppressed peoples of Central Europe and led to the emergence (or re-emergence) of several middle European nations which had formerly been part of one or another of the now defunct empires. The war radically reshaped the map not only of Europe, but of the Middle East as well, giving rise to Arab nationalism and leading to the birth of Israel. World War I spawned the League of Nations, forerunner to the United Nations of our own day. It also planted the seeds of the Second World War--a war which many historians regard as a "second round" of the same conflict following a twenty-year truce.

In short, World War I set the stage for the Twentieth Century.

## **Course Objectives:**

This course will examine in detail the origins, progress, and results of the First World.

It will touch on most if not all of the following topics:

### **Military:**

- (1) Rival war plans and the unprecedented mobilization of armies
- (2) German failure in 1914
- (3) Stalemate and trench warfare on the Western Front
- (4) Failure of the WWI armies to grapple with the new realities of warfare
- (5) Weapons and tactics of military stalemate and new technologies designed to break it
- (6) Role of the opposing navies: Allied Blockade vrs German submarines
- (7) War on the Eastern Front and in lesser theatres (Italy, Gallipoli, the Near East, East Africa, the Far East)
- (8) Birth and development of military aviation
- (9) Germany's final (losing) gamble of 1917-1918
- (10) Decisive Allied counter-offensive
- (12) Role of American intervention

**Non military:**

- (1) Social, economic, and diplomatic background to the conflict
- (2) Rise of a peace movement
- (3) Effect of the war upon the homefronts
- (4) Reorganization of society and economy caused by the demands of total war
- (5) Wartime diplomacy and the affect of the war on neutral nations
- (6) Russian Revolution
- (7) Effect of war on women
- (8) American drift from neutrality to involvement
- (9) Literature, poetry, and art of war
- (10) Peace settlements issuing from the war
- (11) Question of responsibility and the attempt to assign 'war guilt.'
- (12) War and Disease

**Required Reading/Viewing:****Class Notes:**

There is no text book for the course. However, extensive notes extracted from lectures are available on my website, Wire Paladin. These notes supply the basic factual information which the student will need to know in order to do well on exams. It is strongly recommended that the student bring to class a printout of the notes for material being discussed and annotate them as needed during the lecture.

There should be no trouble getting to my website using the URLs given in the Introduction. If, for some reason, you do have trouble, send me an email. When I respond, go to the email signature on the bottom of my response.

**Books (required):**

E. M. Remarque, *All Quiet on the Western Front* (various publishers). This is the English translation of the classic World War I novel, written by a German veteran and titled in German *Im Westen, Nichts Neues*, which translates literally, "Nothing new in the West."

Robert Graves, *Goodbye to All That* (Anchor Books). This is the best-known World War I memoir.

Assorted documents and readings, access to which will be provided on the web.

**Films (required):**

"**Paths of Glory**": This is a classic World War I film starring Kirk Douglas and Adolph Menjou; although it dates to the mid-1950s, it is based on a novel of the 1930s.

Students are expected to view this film as part of their assigned work. Questions to be considered when viewing the film are posted on the course webpage. While it is usually available at your neighborhood Blockbuster, you might consider purchasing it (approximate cost: \$10.00) from Amazon.com or Libris.

**Other visual material (required):**

"**The Great War and the Shaping of the 20th Century**": This superb eight-part series on the First World War was produced jointly by KCET and the BBC in 1996. There is no need to obtain it; most will be shown in class over the course of the semester (as a rest from my lecturing!)

## Optional Reading/Viewing:

Henri Barbusse, *Under Fire* (Penguin). This is the first great anti-war novel to come out of the First World War. It is unique for several reasons: first, it was written by a French soldier on active duty; second, it was actually published during the conflict.

Vera Brittain, *Testament of Youth* (Penguin). While not as well-known as Graves' autobiography, it is the finest such work written by a woman who participated actively in the conflict and is (in my opinion) one of the most moving pieces of literature to come out of the Twentieth Century. Short selections will be posted on the website as required reading, but students might be interested in looking at the entire work.

"**Gallipoli**" A modern classic concerning the unsuccessful Allied attack on the Gallipoli Peninsula in 1915; this film helped promote Mel Gibson to international star status.

## Course Schedule:

1. Introduction and Background
2. German Unification
3. Austria-Hungary and the Nationality Problem

### Test 1 (based on Sections 1-3)

4. The Age of Bismarck (1871-1890)
5. The Kaiser takes the Reins (1890-1905)
6. A Decade of Crises (1905-1914)
7. Summer, 1914--Shots are Fired and the Lights Go Out
8. Who was Responsible?

### Test 2 (based on Sections 4-8)

9. The 1914 Campaign--From Liege to Tannenberg and the Marne
10. Stalemate in the Trenches (1915-1917)
11. Failing to Breakthrough
12. 1917--Year of Agony, Year of Hope
13. The Russian Revolutions of 1917
14. The Blockade, the Submarine, and America's Entry into the War
15. The 1918 Campaign--Germany's Final Gamble and Allied Victory
16. Peacemaking-1919
17. Losing the Peace

### Test 3 (Final Examination) (based on Sections 9-17)

[For access to the course notes, [click here.](#)]

## Criteria for Grading:

### (1) Research Paper

A course paper on some aspect of medieval war ( approximately 10 pages). It may deal with any World War I-related topic. This is the student's opportunity to explore in depth something that he/she has found

interesting during the semester and to write a meaningful paper about it.

### **Paper Requirements:**

- a. All papers must be type-written, double-spaced, proof read, and contain a bibliography.
- b. They must be submitted in an approved three-prong folder. (Students are not to submit three ring binders due to the weight considerations.)
- c. The paper must use source citations.

These should be in the style used by historians. In other words, some variant of the system summarized in the Chicago Manual of Style, not the MLA (Modern Language Association) style that was designed for use by scholars in English and foreign languages.

For more information on how to use source citations, click through to the section of this website dealing with the issue entitled [Footnotes for the Historian: A Guide for the Perplexed](#).

Students may employ either footnotes or endnotes, though I strongly encourage using endnotes.

### **(2) Submitted Source Materials**

Along with the paper, each student should submit photocopied source materials used in preparation of his/her paper. These should include

Short articles and individual primary documents, taken either from a printed source or from the web; such short items should be photocopied in their entirety and their source clearly identified.

If books have been used, copy the title page and the most important pages utilized by the student

Photocopied illustrations can also be included.

If the source materials do not fit into the same three-prong folder as the paper, a second folder can be used. (Again, under no circumstances should a student utilize a three-ring binder.)

### **(3) Two in-class examinations administered during regular class periods based on the lectures and readings**

The precise date of the regular examination will be announced in class at least a week in advance.

Unpenalized make-up exams will be available during the two weeks after the original exam period for students who fail to take it at that time.

(See the sections of the webpage Examination Procedures and Examination Schedule).

### **(4) A final examination during the regularly scheduled final exam period. (Friday, May 13, 2011, 2-5 p.m.)**

Both of the regular examinations will count for the same amount.

The final examination will count as much as both of the regular exams combined.

All examinations are entirely short answer (matching or fill-in-the-blank from a list supplied on the exam; true or false). Scantrons will be provided.

The examination average will count for 2/3 of the final grade; the paper will count for 1/3.

In addition, the student should not ignore active engagement in the class. This can take various forms: discussion (either in class or outside of it), producing information the instructor has not mentioned, answering questions, finding and sharing relevant materials, etc. Such participation can count in the student's favor, though a failure to participate in this manner will not count against him/her. I am fully aware that there are many good students who prefer to listen rather than talk and, and since I admire good listeners, I will not penalize them.

**Note Well:** *All work must be completed and handed in to receive a grade other than X or F. There may be some slight bending of this rule for those taking the course on a pass-fail basis, but it is up to the student to clear this with the professor early in the semester.*

### **Grading Procedure:**

The grades in this class are computed using + and -; in other words, A, A-, B+, B, B-, C+, C, C-, D+, D, F. Grades will not be rounded upward; in other words, a B+ is a B+, not an A-.

### **Concerning the Finality of Grades:**

In almost all cases, final grades are indeed final.

- (1) The obvious exception: if I have made a mistake in computing your grade. If you believe this to be the case, you should contact me or the TA immediately.
- (2) In a very few cases, I will offer a student the opportunity to get a higher grade. This will only occur in special circumstances, where the student was really on the borderline.

### **Instructions for Students Who Fail to Receive a Grade:**

While this is usually the result of a failure to complete some part of the course work, it may also be an error on the professor's part. Under any circumstances, the student should contact the professor as soon as possible and arrange a meeting in order to determine what, if anything, can be done about the problem. In most cases, something can be done.

### **Retaining Copies of Work:**

It is a good practice in any course to keep copies of everything that you have handed in. It is also a good practice to retain any work that is handed back **until you have received your (correct) final grade in the course**. Mistakes happen, especially in a large class. Items get lost and errors are made in recording grades. In such instances, the student cannot merely claim to have done the work. He/she must be able to produce it.

### **Attendance:**

Attendance in any course is important, but it is particularly important when that course is based heavily upon both in-class lectures and, to a lesser extent, in-class discussion.

Although I provide fairly detailed notes of what is discussed in each class, **THE STUDENT IS EXPECTED TO ATTEND ON A REGULAR BASIS**. No habitual failure to attend is acceptable, regardless of the

reason. While this may seem old-fashioned, I am a firm believer that part of a student's responsibility is to attend class. Gross failure to attend will almost certainly be taken into consideration in the final grade; and the professor reserves the right to deny a student a grade if the attendance is poor enough.

Attendance is computed on the basis of how many times the student has signed the attendance sheet which circulates in each class. Consequently, students who wish to have their attendance correctly recorded have two responsibilities.

- (1) They must sign the attendance sheet for the class.
- (2) If the professor forgets to circulate an attendance sheet (as sometimes happens), students should raise their hand and remind him. (Such an interruption will always be most welcome.)

Furthermore, students should never skip a class simply because they feel unprepared. After all, you might miss something interesting or useful! Besides, there are no unannounced quizzes and I never seek to embarrass unprepared students.

### **Classroom Deportment:**

Although I do not appreciate students who sleep, read, draw pictures, surf the web, answer email or do work for other courses during classtime, I very rarely reprimand them *in class* for their sins. Such offenses against the "academic order" may lead to a private discussion between us; and, if severe enough, may be taken into consideration when I award a final grade for the course. (Remember, as a historian, I have a very long memory!!)

**Talking in class is a different matter!!!** A chronic talker may be asked to leave the class or, in severe cases, to bring a withdrawal slip for me to sign. Furthermore, please do not start packing up your things to leave until the class actually ends. *This class never gets out early.* (To the chagrin of some students, it has even been known upon occasion to get out late, though I honestly try to minimize such intrusions into the student's time.)

### **Cheating or Plagiarism:**

Everybody knows what cheating is, so there is no need for a definition.

On the other hand, some of you may not be familiar with the word plagiarism. It refers to any attempt to pass off as your own work something done by somebody else. Even when only part of a paper is copied from the work of another person, this is still plagiarism. While it is perfectly acceptable to quote from another person's work, such passages must be carefully footnoted.

Both the university and I regard cheating and plagiarism as extremely serious; as a result, I would recommend that you avoid them like the plague throughout your college career and, for that matter, afterwards. Although I shall treat both cheating and plagiarism on a case-by-case basis, the offender should not expect leniency. A substantial lowering of the final grade or even expulsion from the course are the normal penalties for such offenses.

### **Withdrawal from the Course:**

As far as I am concerned, a student wishing to withdraw from the course for whatever reason will be allowed

to do so without penalty, even if he/she is failing the course at the time of the withdrawal. It has always been my belief that losing tuition is enough of a penalty to pay for doing poorly in a course.

However, I would strongly recommend to all students that once they have decided to withdraw, they should do so as soon as possible. It is always best to get this unpleasant task out of the way.

First of all, it is better to drop a "loser" and concentrate one's energies where they will they will do the most good, i.e. in courses where one is doing well.

Secondly, in putting off the inevitable, some students wait too long and pass withdrawal dates mandated by the university, after which withdrawing may become far more complicated.

## **Grading Procedures and Student Complaints:**

Within any academic discipline, a teacher tries to design a course which will present a body of knowledge, while developing critical thinking and skills in research and writing. He or she then evaluates carefully each student's performance in order to arrive at a grade, which will count toward college credit. Factors which a professor may take into consideration when defining student performance include such things as exams (either in-class or take-home), other written work (papers, book reviews, journals), and various forms of classroom participation (discussion, oral presentations, answering questions). Each instructor will determine which of these factors to employ in arriving at a grade, as well as their relative importance. The student should also be aware that classroom deportment may be taken into consideration; in other words, anyone who habitually acts in a manner which tends to disrupt the learning process may well find that fact reflected in his or her grade.

In any class worth the name, a grade is earned by the student, for demonstrating the required knowledge and ability and performing the work within the deadlines set by the instructor. Failure on the part of a student to demonstrate adequate knowledge and/or to meet reasonable academic guidelines (as defined by the instructor) may result in a failing grade and the withholding of academic credit for the course. Again, let me emphasize: grades are earned, not given or negotiated!!

On the other hand, for students who believe that they have been unfairly evaluated, the University of Texas has established a grievance procedure. Grade appeals must be made in accordance with that procedure, which mandates as its first step an attempt by the student and professor to resolve the grievance without any outside interference. At this point in the procedure, intervention by third parties such as parents, boyfriends, attorneys, department heads, administrators or other faculty members is inappropriate. If, after consultation with the faculty member, the student wishes to pursue the grievance, he or she should contact the department head. [For further information concerning the grievance procedure, see the university handbook which should be available at every college office.]

## **Brief Academic Biography of this Professor:**

L. J. Andrew Villalon did his undergraduate work at Yale University where he earned honors in history and was elected a member of Phi Beta Kappa. He received his PhD. from Yale in 1984. After many years working at the University of Cincinnati, where he is now a professor emeritus, Villalon retired and moved to Texas where he is currently employed as a senior lecturer at the University of Texas at Austin. A specialist in late medieval and early modern European history, he has delivered numerous conference papers on such topics as Pedro "the Cruel", Don Carlos "the unhappy prince of Spain," San Diego de Alcala, Spanish involvement in the Hundred Years War and the battle of Najera, Sir Hugh Calveley, the political ideas of Niccolo Machiavelli, Spanish royal favorites, English military pardons, and academic editing. His articles have appeared in collections and various academic journals including the *Catholic Historical Review*,

*Sixteenth Century Journal*, *Mediterranean Studies*, the *Journal of Medieval Military History*, and the *Proceedings of the Ohio Academy of History*. Currently, he is working on two book length studies, one on the canonization of San Diego, the other on the life of Sir Hugh Calveley, an English knight and mercenary soldier in the Hundred Years War. Villalon has co-edited with Donald J. Kagay six collections of medieval essays—*The Final Argument: The Imprint of Violence on Society in Medieval and Early Modern Europe* (The Boydell Press, 1998); *The Circle of War in the Middle Ages: Essays on Medieval Military and Naval History* (The Boydell Press, 1999); *Crusaders, Condottieri, and Cannon : Medieval Warfare in Societies around the Mediterranean* (Brill, 2002); *The Hundred Years War: A Wider Focus* (Brill, 2005); *The Hundred Years War, Part II: New Vistas* (Brill, 2008) and *The Hundred Years War, Part III*: (forthcoming with Brill, 2012). At present, the pair are also collaborating on two joint monographs, the first concentrating on the battle of Najera (1367), the second, a study of the War of the Two Pedros (1356-1366) that preceded the battle. In addition to research in his major field, Villalon has published on automotive history and the history of World War I. He has held various grants for study in Spain, including a Fulbright; received two awards from the American Association of University Professors for defending academic freedom; and in 2001, was presented the Professional-Scholarly Activity Award for the University College at the University of Cincinnati. Villalon was the vice president of the Texas Medieval Association (TEMA) in 2007-2008 and president of that organization in 2008-2009. While serving as president, he organized TEMA's annual conference which was held that year in Austin. He is a founding member of *De re militari: The Society for Medieval Military History* and an associate editor of the *Encyclopedia of Medieval Warfare and Military Technology* put out by Oxford in 2010. (A [complete c.v.](#) is available on the website.)