

# **THE FIRST WORLD WAR: CAUSES, CONSEQUENCES, AND CONTROVERSIES**

**Professor Jack S. Levy**

Rutgers University

Interdisciplinary Honors Seminar  
Fall 2015

# 01:090:295:04

Tuesday 2:50pm-5:50pm  
Honors College, Room S120, CAC

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Office Hours: to be announced  
Provisional Syllabus; to be revised

The United States entered the Great War, as it was called at the time, “to make the world safe for democracy.” This was to be “the war to end all wars.” Instead of ending all wars, however, the First World War turned out to be the “primordial catastrophe of the 20<sup>th</sup> century, the one that paved the way for several subsequent catastrophes. The war marked the emergence of the era of “total war,” involving the historically unprecedented mobilization of all of the technological, economic, and social resources of nations in support of the war effort. The Great War completed the transformation from wars between kings to wars between peoples. As Winston Churchill had warned in 1901, however, “The wars of peoples will be more terrible than those of kings.”

The Great War was indeed, at the time, the most destructive war in history. It killed over ten million men, wounded countless others, destroyed economies, and led to massive starvation and political and social upheaval throughout Europe. It resulted in the collapse of some of the world’s leading empires, the emergence of new nation-states in their place, the redrawing of the map of Europe, and the beginning of the “American Century.” The Great War contributed significantly to the Bolshevik revolution in Russia, and it set the stage for the rise of Hitler, the Second World War, the Holocaust, and, indirectly, for the Cold War. The Great War fundamentally transformed the social and cultural spheres as well. It shattered the growing optimism associated with what we now call the “first era of globalization,” characterized by unprecedented levels of economic, social, and cultural interactions between states and societies in an increasingly interconnected world. The war triggered profound changes in the workplace, the family, and gender relations throughout the West. The experiences of the war also generated new literature, poetry, art, and film that defined our images of what the Great War was like, and indeed shaped our more general images of war.

Few were spared the war's destruction and other negative consequences, and few emerged better off after the war than they were before. This naturally leads to the question of "how did it happen?" A hundred years later, we have no conclusive answer but a great deal of debate. 2014 marked not only the centennial of the Great War but also the end of the first hundred years' debate regarding the war's origins (causes). As one historian commented, more has been written about the First World War than about any secular event in the history of the world. Undoubtedly one reason for the absence of scholarly consensus on the origins of the war is its complexity. As the historian Christopher Clark argues, the First World War is "the most complex event of modern times." Another reason for the absence of consensus is that the scholarly debate about what caused the war has been politicized, entangled in the last hundred years of international politics and conceptions of national identity.

The year 2014 witnessed countless commemorations of the centennial of the Great War throughout Europe, along with a tidal wave of new books, articles, and journalism about the causes, consequences, and legacy of the war. Within two years there will be some form of remembrance in the United States, marking the centennial of the American experience of the Great War. For these reasons and more, this is a good time for an intense examination of the Great War, a fundamentally transformative event that in many respects marked the birth of the modern age.

## **FOCUS OF THE COURSE**

This seminar will cover many diverse aspects of the Great War. It will provide a broad understanding of the causes of the war, the conduct of war on the battlefield, the social and economic mobilization for war at home, the political and economic and social consequences of the war, its broader cultural impact, and the ongoing legacy of the war. We will complement this breadth of focus with a more detailed examination of particular topics. Given the diverse backgrounds, interests, and disciplinary orientations of students in the seminar, I will allow students to select these topics for investigation, as those topics will define their research papers for and oral presentations to the seminar. Students can choose to examine the role of a particular state in the outbreak or expansion of the war; a particular analytic cause of war, such as private economic interests or militarism; the management of war economies; the social mobilization for war on the home front; pacifist movements; wartime atrocities and other violations of the law of war; medical innovations or nursing associated with the war; the nature of military strategy; the impact of war on the workplace or on gender relations; the nature of poetry, art, music, or filmmaking during the war; American intervention in the war; the treaties ending the war; or other topics. I will say more about possible research topics, and offer suggestions, later in the syllabus and in class. Students having a difficult time coming up with a topic will be encouraged to look at something relating to the causes of the war. This is a manageable topic that has worked out well in my other classes.

By spending a fair amount of time on a particular research paper, each student will complement his/her breadth of understanding of the many faces of the war with more detailed knowledge about a particular topic. Collectively, that will generate about fifteen topics that we study in depth. More importantly, however, students will develop research, writing, and speaking skills. Learning how to define a research topic, gather and organize research materials, write a research paper, present one's argument and evidence to a group, and field questions about a paper is one of the most important things one can learn in college. This Interdisciplinary Honors Seminar is a good place to start, or perhaps to continue, developing those skills.

### **PEDAGOGICAL OBJECTIVES**

The seminar has several primary aims. One is to gain a general understanding of the First World War and its causes, consequences, social and cultural impact, and continuing legacy. A second is to use the First World War as a vehicle to better understand war in general. The Great War was unique in many respects, but it is still useful as an exemplar to understand broader phenomena, including the causes of war, globalization, the interconnections between war and society, and historical memory, among other themes. In fact, general theories of war in the field of International Relations in Political Science have been disproportionately influenced by the experience of the Great War. A third aim, especially for students analyzing the causes or termination of the war but probably for many others as well, is to learn to make causal arguments, and to appreciate the kinds of historical evidence appropriate for confirming or disconfirming different theoretical or interpretative arguments. Related to the causality theme is the need to understand different kinds of causality (necessary and sufficient conditions, for example), and the role of the comparative method and of counterfactuals in empirically validating causal arguments. A final aim of the course – and in some respects most important of all – is to help students develop research skills: to plan and organize a research paper, write a polished paper, present a paper to a critical audience, and learn from feedback from the audience and from the professor. These goals and means of advancing them fit nicely into the “Writing in the Disciplines” theme of the Core Curriculum at Rutgers.

## READING

### Books

The required reading for the course includes four books, the last three of which are available for purchase. In the approximate order that we read them, they are

John Horne, *A Companion to World War I*. Chichester, UK: Wiley-Blackwell, 2010.

Jay Winter and Antoine Prost, *The Great War in History: Debates and Controversies, 1914 to the Present*. Cambridge, UK: Cambridge University Press, 2005.

Christopher Clark, *The Sleepwalkers: How Europe Went to War in 1914*. New York: Harper Perennial, 2013.

Sean McMeekin, *July 1914: Countdown to War*. New York: Basic Books, 2014.

All but the first of these books is available for purchase (or maybe for rental) at Rutgers Barnes & Noble Bookstore (100 Somerset Street, 732 246 8448) and possibly at New Jersey Books (37 Easton Avenue; 732 253 7666). These books are also available, perhaps at reduced prices or in a Kindle edition, on the internet. I asked Alexander Library to place on copy of each on Undergraduate Reserves. The first book, John Horne's *A Companion to World War I*, is available as an e-book in the Rutgers Libraries system (which is fortunate, given its expense).

### Articles and Book Chapters

The required reading for the course also includes a fair number of articles and book chapters. As you will see, many of these readings are fairly short excerpts, so please do not be deterred by the long list. All of these articles and chapters (but not the required books, and not selections from the Horne *Companion* volume) are available on my Sakai site, [www.sakai.rutgers.edu](http://www.sakai.rutgers.edu). Many of you may be familiar with Sakai. If not, go to the site and then log in by entering your Rutgers ID and password. There should be a tab at the top for "First World War." Click that, and then go to "Resources" in the menu to the left. Folders 1-14 include all the reading for each week of the term (except for required books and for chapters from the Horne book). If you have trouble getting this far you can call the help desk at Sakai, 848.445.8721. The people there are quite helpful.

The list of articles included under "Resources" on my Sakai site, in alphabetical order, is

"100 years after 1914: Still in the grip of the Great War," *Economist*, 29 March 2014.

Bass, Herbert J. "Introduction." In Bass, ed., *American Entry into World War I: Submarines, Sentiment, or Security?* New York: Holt, Rinehart, and Winston, 1964. Pp. 1-7.

Boyd, William. "Why World War I Resonates." *New York Times*, January 21, 2012, Sunday Review, p.8.

Bridge, F.R., and Roger Bullen. *The Great Powers and the European State System, 1815-1914*. London: Longman, 1980. Chap. 5-8.

DeGroot, Gerard. "World War I's lasting footprint." *Christain Science Monitor*, May 25, 2014. <http://www.csmonitor.com/World/2014/0525/World-War-I-s-lasting-footprint?cmpid=TW>

Dehio, Ludwig. *The Precarious Balance: Four Centuries of the European Power Struggle*. Trans. Charles Fullman. New York: Vintage, 1962. Pp. 224-46.

Emmerson, Charles. "Why 2013 eerily looks like the world of 1913, on the cusp of the Great War." *Foreign Policy*, January 4, 2013.

Joll, James. "The July crisis 1914." In Joll, *The Origins of the First World War*. New York: Longman, 1984. Chap. 2

Levy, Jack S. "Theories of Interstate and Intrastate War: A Levels-of-Analysis Approach." In Chester A. Crocker, Fen Osler Hampson, and Pamela Aall, eds., *Turbulent Peace: The Challenges of Managing International Conflict*. Washington: United States Institute of Peace Press, 2001. Pp. 3-27.

MacGillis, Alec. "Germany Looks at Russia and Ukraine and Sees 1914," *The New Republic*, March 13, 2014. <http://www.newrepublic.com/article/117010/germanys-1914-world-war-i-fixation-russia-ukraine-policy>

MacMillan, Maragret. "Was World War I Inevitable? Keynote Presentation, Carnegie Council Centennial, Sarajevo Symposium, 27 June 2014.

Martel, Gordon. "Making Sense of the Madness." In Martel, *The Month that Changed the World, July 1914*. Oxford, UK: Oxford University Press, 2014. Pp. 401-31.

Morrow, John H., Jr., "The imperial framework." In Jay Winter, ed., *The Cambridge History of the First World War*, vol. I: *The Global War*. Cambridge, UK: Cambridge University Press, 2014. Chap. 15.

Niiler, Eric. "What If World War I Never Happened?" *Discovery.com*, June 25, 2014. <http://news.discovery.com/history/world-history/what-if-the-assassin-missed-franz-ferdinand-in-1914-1406251.htm>

Otte, T.G. "Conclusion." In Otte, *July Crisis: The World's Descent into War, Summer 1914*. Cambridge, UK: Cambridge University Press, 2014. Pp. 505-24.

Stevenson, David. "Conclusion: The War becomes History." In Stevenson, *Cataclysm: The First World War as Political Tragedy*. New York: Basic Books, 2004. Chap. 21.

"World War One: 10 Interpretations of Who Started WWI." *BBC News Magazine*, February 11, 2014. <http://www.bbc.com/news/magazine-26048324>

We will also be reading the following chapters in John Horne, *A Companion to World War I*:

0. John Horne, "Introduction"
1. Gerd Krumeich, "The War Imagined: 1890-1914"
2. John F.V. Keiger, "The War Explained: 1914 to the Present"
4. Holger H. Herwig, "War in the West, 1914-16"
5. Dennis Showalter, "War in the East and Balkans, 1914-1918"
9. Robin Prior and Trevor Wilson, "War in the West, 1917-18"
10. Paul G. Halpern, "The War at Sea"
14. Jean-Jacques Becker, "War Aims and Neutrality"
12. Stéphane Audoin-Rouzeau, "Combat"
13. Alan Kramer, "Combattants: Atrocities, Massacres, and War Crimes"
17. Jay Winter, "Demography"
18. Susan R. Grayzel, "Women and Men"
19. John Horne, "Public Opinion and Politics"
34. Jennifer D. Keene, "The United States"
38. Laurence Van Ypersele, "Mourning and Memory, 1919-45"

## COURSE REQUIREMENTS

The most basic requirement for the class is to do all of the required reading in advance of our weekly meetings, and to come to class prepared to discuss the reading and to use it to engage in the wide-ranging discussions in class. I have not scheduled examinations or quizzes to formally test students' comprehension of the reading, but will instead evaluate that comprehension based on student's contributions to our weekly discussions – in terms of both the quantity and quality of those contributions. Thus your active participation in class discussions is important. It is a central part of the learning experience; it is a skill that will serve you well in the future; it counts for a significant fraction of your grade (20%, plus another 20% for your oral presentation); and it makes the class a lot more fun – for you and for the seminar as a whole.

The more formal requirements for the class include a short statement of your research topic, a preliminary paper related to that topic, oral presentation of your argument and evidence in front of the class, and a final research paper. I describe each of these below,

but let me begin with the basics. All page lengths listed below are for single-space pages (with an extra space between paragraphs; one easy way to do this, in Microsoft Word, is to set the “after” spacing to 6).

- 1) Statement of topic for research paper. Due October 5 (anytime), at the latest. Email to me directly.
- 2) Paper #1. Preliminary paper. Length: 2-3 pages, including a preliminary bibliography of at least ten sources. Due October 26 (anytime). Submit on Sakai, assignments tab.
- 3) Paper #2. Research paper. Due Friday December 18, noon. The length might vary depending on the project, but most papers should fall in the 10 -14 page range. Submit on Sakai, assignments tab.

There is no mid-term or final examination.

### **Grading System**

Your final grade for the course will be calculated as follows:

		<u>due date</u>
statement of research paper topic	0%	October 5
paper #1	15%	October 30
oral presentation	20%	
contributions to class discussions	20%	
research paper	45%	December 18 (noon)

Students should email their paper topic (#1 above) to me, but they should submit their preliminary paper (#2) and research paper (#3) under the “Assignments” tab on Sakai. Papers should be in a Microsoft Word or PDF format. Please do not submit your papers in an .odt or other format; Sakai will not accept them. For those who prefer to work with other word processing programs, please convert your papers to a Word or PDF format before you submit it. If you are not sure how to do that, I am sure someone at university computing services can help. Please note that Sakai automatically runs papers through the “Turnitin” program. That program identifies passages in a paper that match passages in the “Turnitin” data base, which includes previous student papers and internet sources. See the paragraph on academic integrity below.

Note that the due date for the final paper is basically determined by Rutgers final exam schedule. Instead of making the due date for the paper the day our final exam would have been scheduled, Dec 17, I am giving you an extra day. There is no final exam.

## RESEARCH PAPER

As I indicated above (p. 2), you are free to choose from a wide variety of topics for your research paper for the seminar, though you must secure my approval. Because you will be spending a lot of time on the paper, and because the combination of your oral presentation and research paper counts for a substantial proportion of your grade (65%), it is important that you choose a topic that interests you. I will begin by outlining what a paper relating to the origins (causes) or expansion of the Great War might look like. In many respects, a paper like this will be the easiest paper for many of you to write (which is not to say it will be easy). It also includes a preliminary paper that is fairly easy to describe, as I do so below. I will be able to give you the greatest guidance on this kind of paper; and if we have many people working on such topics, it will facilitate a lively debate in the seminar on the origins of the war. I recognize, however, that their diverse interests and disciplinary orientations will lead many students in the class to be more attracted to other topics. I return to those in the next section.

### Papers on the Outbreak or Expansion of the First World War

You are free to tackle the question of the overall causes of the war. Given the complexity of the Great War, however, I fear that you would quickly become overwhelmed by the amount of information available, unless you are already familiar with the history and unless you have previously taken a course on the causes of war. A more manageable topic would be on the role of a particular state in the processes leading to war. You could select any one of the major states – Austria-Hungary, Germany, Russia, France, Britain, or Serbia – which were most directly responsible for the outbreak and immediate expansion of the war in the first few days and which have attracted the most attention from historians. You could also choose a state that joined the war at a later time, contributing to the subsequent expansion of the war – states like the Ottoman Empire, Italy, Bulgaria, Romania, or the United States. There is plenty of information available on each of these states, with the possible exception of Bulgaria and Romania. It would not be a problem if two or three students each wanted to focus on a single state (the United States, for example). I doubt you would reach the same conclusions as to the primary factors driving that state's behavior, and this would make for a lively debate in class.

The paper must be more than a historical chronology of the events for a particular state along the road to war. You need to analyze the *causes* of the state's actions, and causes involve more than identifying a sequence of events. For each state, a key set of questions is what did they do? Why did they do it? What other alternatives did they have? How did their actions contribute to the processes leading to war – or, for interveners, to the expansion of the war? As we will emphasize in our sixth meeting of the term – on the topic “Analyzing the Causes of War” – a useful framework for analyzing the “why did they do it? question is based on the “levels of analysis”: How important were (1) international *system-level* factors external to the state – factors like power, alliances, trade



patterns, etc.; (2) *societal-level* factors like public opinion, domestic economic groups, domestic nationalist groups, etc.; (3) *governmental-level* factors like the institutional structure of the regime, bureaucratic politics and conflict among different governmental agencies; (4) *individual* factors, such as who was in power, his/her unique world view, personality, idiosyncrasies, etc.? With regard to national interests, what was the relative importance of strategy interests, economic interests, and ideological values.

In addition, there will be particular questions for individual states, which you will come to appreciate after some preliminary reading about their role in the period leading up to the war. For Germany, for example, one must ask some of the following questions: Why did German leaders give Austria-Hungary a “blank check” on 6-7 July 1914? Did German leaders want a preventive war? Did they assume that they could localize a war in the Balkans? Did they assume that Britain would stay neutral in a continental war, and would they have held Austria-Hungary back if they had known earlier that Britain would intervene? One can identify another set of key questions for each of the other participants. These questions are often identified by historians in their narratives on the path to war.

#### Paper # 1: The “Alternative Interpretations” Paper

Another set of questions that will arise for any country are those defined by debates among historians as to how to explain that country’s behavior. Historians and other scholars vary in their interpretations of most historical events or periods, and the Great War is no exception. This is particularly evident for the literature on each of the great powers and on the causes of the war as a whole, but it is also true for the lesser powers. One thing that motivates professional historians is the aim of demonstrating that an existing interpretation is wrong or at least incomplete, suggesting a new interpretation, and supporting it with evidence from documents or from other sources. If one accepts the conventional wisdom about a particular episode, then there is not much point to doing yet another study. This norm is if anything more pronounced in political science and other social sciences. It is not enough for an international relations scholar in political science to offer an explanation for an event or class of events (like war in general) and show that the evidence is consistent with their explanation. S/he must identify several alternative theories and then try to demonstrate, based on the evidence, that their preferred theory provides a better explanation than do the alternatives.

Knowing what the alternative explanations for a given event are helps to frame your own study – by placing it in an existing intellectual context, and by highlighting what is distinctive in your own study. Part of your final study should include a brief summary of the leading alternative interpretations of your case. It is precisely for that reason that I have made alternative interpretations the central focus of the preliminary paper (paper #1) for students analyzing “State XXX and the Origins of the First World War” (or “expansion” of the war, for those students examining a late intervener). The entire paper

is focused on identifying and summarizing three or four leading interpretations of your state's behavior.

Sometimes it is fairly easy to identify alternative interpretations of a particular crisis or war. Take the U.S. decision for war against Iraq in 2003 as an example. Some argue that the war was "all about oil." Others emphasize the ideological aim of overthrowing an evil dictator and bringing democracy to Iraq and to the region, the fear (however misplaced) of Iraq's nuclear weapons program, the role of neoconservatives in the U.S. decision-making process, or the world view and personality of U.S. President George W. Bush. Thus we have at least five alternative interpretations of the 2003 Iraq War.

Alternative interpretations are sometimes evident in the title of books and articles. To take an example from one of our readings for the class, the subtitle of Herbert Bass's book on *American Entry into World War I* is *Submarines, Sentiment, or Security*. This reflects the debates among those arguing that American motivations were (1) the German submarine threat to U.S. commerce or to the principle of freedom of the seas, (2) the American ideological commitment to liberal democracies in Europe, or (3) the preservation of U.S. security by maintaining a balance of power in Europe.

Identifying alternative interpretations is often complicated by the fact that it is usually possible to identify one or two variations of each alternative interpretation. You have to use your own judgment as to whether a given variation is important enough to qualify as a separate alternative interpretation. The more you read, the better the feel you have for the cases and the easier it is to make these judgments. I am generally looking for three to five alternative interpretations for a particular crisis or war.

If alternative explanations do not emerge naturally from debates among historians, you can suggest some yourself based on your (admittedly limited) understanding of theories of war. One easy approach would be to adopt an approach based on the levels of analysis framework (see reading for week 6). This might lead to the identification of an international system level (or realist) interpretation, a domestic politics interpretation, and an individual-level interpretation. Some might want to add a bureaucratic politics interpretation. Others might want to suggest two domestic interpretations – for example, one based on the diversionary theory of war, and another based on the pressure from powerful domestic economic interests.

My primary aim in assigning this preliminary paper is to help you write a better research paper. One thing that separates many excellent research papers from merely good papers (in my classes, at least) is that an excellent paper often includes a discussion of why a given interpretation is better than the leading alternative explanations. Note that parts of your preliminary paper, or preferably a revised version of it, can and should be incorporated into your final research paper for the course.

This “alternative interpretations” paper should include a bibliography of at least ten sources. You need not cite all of these sources in this preliminary paper. I will make your task easier by sending you a list of recommended sources after I learn of your research topic. The length of my list may vary depending on which state you select. In any case, I expect that you will incorporate some additional sources into your final research paper, beyond those I suggest.

Students interested in doing a research paper relating to the role of a particular state in outbreak of the First World War can simply write me a short email to that effect. If there is any ambiguity at all in what you want to do I will ask you to refine your statement.

### **Other Possible Topics**

There are many other aspects of the First World War worth studying besides its outbreak and expansion, and scholars have been doing so for over a hundred years. Earlier I mentioned a sampling of topics: the management of war economies; the social mobilization for war on the home front; pacifist movements; wartime atrocities and other violations of the law of war; medical innovations or nursing associated with the war; the nature of military strategy; the impact of war on the workplace or on gender relations; the nature of poetry, art, music, or filmmaking during the war; American intervention in the war; and the treaties ending the war. There are many other topics as well. If there is another that interests you, feel free to mention it to me as a possibility, but I reserve the right to veto any topic.

This will be a different kind of paper from the one described in the preceding section. Among other things, I will need in advance a better idea from you exactly what questions you want to address and answer in your paper. We need to make sure that the topic is a manageable one, and that we are on the same wavelength, before you begin your study. This means that your initial (ungraded) statement of your research topic needs to be somewhat more elaborate than the one-sentence description that will probably suffice for the papers described above. You should start with a paragraph description (something about as long as this one will suffice). I will then probably follow up and ask you to clarify your aims in certain ways.

Paper #1 for other topics will also probably differ from the “alternative interpretations” paper outlined in the last section, though I can imagine that for some papers it might be similar. Once I know your topic, I can give you a better idea of what kind of paper #1 would be most useful as a stepping stone to your final research paper (paper #2).

### **Additional Considerations for all Papers**

Whatever kind of topic you select, you should understand that this is a research paper. It is not a “thought paper” in which you provide your opinions on certain topics (which is

not meant to question the value of such papers for many purposes). This paper requires coherent argument backed by evidence. Your evidence requires extensive documentation in the form of footnotes and references. You can use whatever reference style that you like, as long as you are consistent. In class I will discuss a couple of alternative reference styles. Whatever style you use, however, please include a list of sources cited in a “References” section at the end of the paper. Please use footnotes rather than endnotes. Papers should be single spaced with an extra space between paragraphs

You will probably accumulate an enormous amount of information related to your topic. What will separate the very best papers from others is not the amount of information you have, but how well you can *organize* it and incorporate it into coherent arguments backed by evidence.

### **A Note on Sources**

For most of the topics you will choose, there is an endless number of sources available. The question is how to select from among these. Some professors believe that it is best to leave students on their own to learn through trial-and-error how to acquire materials for their research paper. There are benefits to that process, but I prefer a different approach. Time is short, information is overwhelming, some sources are better and/or more important than others, and it will be more efficient if I provide a list of some of the better sources on your topic to get you started. I will do this as soon as you email me about your topic selection. I have more expertise on materials available on the outbreak and the expansion of the war than on other aspects of the war, but I can provide a modest list of sources on other topics as well.

I can also provide some general advice now. Whatever your topic is, the edited volume by Horne, *A Companion to World War I*, available as an e-book at Rutgers libraries, provides useful bibliographies. In addition to the bibliographies at the end of each chapter, there is an “Extended Bibliography,” organized around a slightly different set of topics, at the end of the volume. In addition, the three-volume *Cambridge History of the First World War*, edited by Jay Winter, which is on undergraduate reserves at Alexander Library, is a great source for references on a wide variety of topics. Like the Horne volume, the Cambridge volumes have bibliographies at the end of each chapter. They also contain “bibliographic essays,” organized by topic, at the end of each volume. I made copies of the three sets of bibliographic essays and have placed them in a “Chronologies and Bibliographies” file on my Sakai site (folder #0). For the many other great essays in the *Cambridge History*, you will have to go to undergraduate reserves at Alexander Library. I have also made a few other articles and chapters available on my Sakai site. See folder #15.

The required reading from the first few weeks of the syllabus, along with additional readings from my Sakai cite, the Horne book, and the *Cambridge History*, will hopefully

be helpful in the process of selecting a topic for your research paper. What this means is that the “required” reading for the first five or six weeks of the course is greater than what appears in the syllabus, because of the need to read additional materials in order to select your topic. The reading for weeks six and seven is also heavy. On the other hand, there is very little required reading for the second half of the term (though I may assign a few additional things depending on student presentation topics), when you will be working on your research papers.

## **NOTES AND WARNINGS**

### **Attendance**

Attendance is required at all sessions. If you are ill, or if there is a serious medical issue in your family, so that you will be unable to attend, please send me an email in advance.

### **Electronic Devices**

Please turn off your cell phones before class begins. If you need to have your cell phone on for medical or other reasons, please provide me a note from your dean. You are free to use laptop computers, iPads, or other devices to take notes, to look at the syllabus or reading material online, or to look up other factual material relating to the course, but not for any other purpose. Texting, emailing, and general web-surfing is not permitted.

### **Academic Integrity**

The University, the Honors College, the SAS Honors Program, and I each take academic integrity very seriously. The University imposes heavy penalties for various forms of academic dishonesty, including plagiarism. If you do not understand the meaning of plagiarism or other forms of academic dishonesty, please see the Rutgers website on academic integrity: <http://academicintegrity.rutgers.edu/>, and more specifically the statement at <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>. It is your responsibility to understand Rutgers’ principles of academic integrity, which are similar to those at most other colleges and universities.

At the most general level, all written assignments (and oral statements) must be a student’s own work. The use of the words, phrases, or ideas of others, without proper attribution, is plagiarism, an act of academic dishonesty. Thus the submission of another student’s work as your own is unacceptable. You can use passages in books and articles and online to help illustrate your arguments, but you must acknowledge the source. For any word-for-word passage, you must use quotation marks and indicate the source in your footnotes (or in parenthetical citations; more on that later). You can also paraphrase a general argument or passage, but you must cite the source. In terms of writing style, it is best not to overdue the number of exact quotations, even with citations, because it detracts from the perceived originality of your work. If you want to use a significant amount of material from your own paper from one course for a paper in another course (like this one), you should always consult with the professor of the current course (i.e.,

me) in advance. Submitting the same work in more than one course, without prior consultation with the course instructors, is an act of academic dishonesty.

## COURSE OUTLINE AND READING ASSIGNMENTS

Number indicates the week of the term (beginning Sept. 1 and continuing Sept. 15); letters represent multiple topics each week.

For each week, please read the different items in the order in which they appear here, not in the alphabetical order in which they appear on Sakai.

Note: This is a preliminary course outline. Once students have selected their research topics (hopefully by week five of the term), I will revise and expand the syllabus to include topics for presentations (and perhaps a modest amount of additional reading) for the presentations during the last five weeks of the term.

- 1a. **Course Introduction** (September 1)  
focus, aims, organization, requirements
  
- 1b. **Why Study “The Great War”?**  
(Please complete reading by our next class, September 15)  
“100 years after 1914: Still in the grip of the Great War”  
Margaret MacMillan, “Was World War I Inevitable?”  
Gerard DeGroot, “World War I's lasting footprint”  
William Boyd, “Why World War I Resonates”  
Charles Emmerson, “Why 2013 eerily looks like the world of 1913, on the cusp of the Great War”  
Alec MacGillis, “Germany Looks at Russia and Ukraine and Sees 1914”  
Eric Niiler, “What If World War I Never Happened?”  
John Horne, “Introduction” (to Horne)

**Reminder:** Rutgers has declared Tuesday, September 8 to be a Monday; no class.

- 2a. **Historical Background** (September 15)  
F.R. Bridge and Roger Bullen, *The Great Powers and the European State System, 1815-1914*, chap. 5-8.  
Ludwig Dehio, “The Question of German Supremacy; World War I”  
John H. Morrow, Jr., “The imperial framework”  
Gerd Krumeich, “The War Imagined: 1890-1914” (in Horne, chap.1)  
James Joll, “The July crisis 1914”
  
- 2b. **The 100 Years’ War of Interpretations of the War’s Origins: A First Cut**  
BBC News, “World War One: 10 Interpretations of Who Started WWI”  
John F.V. Keiger, “The War Explained: 1914 to the Present” (Horne, chap. 2)

3. **The Many Faces of the Great War: Political, Economic, Social, Cultural**  
(September 22)  
Jay Winter and Antoine Prost, *The Great War in History: Debates and Controversies, 1914 to the Present*
  
- 4a. **The Conduct of the War** (September 29)  
Holger H. Herwig, “War in the West, 1914-16” (Horne, chap. 4)  
Dennis Showalter, “War in the East and Balkans, 1914-1918” (Horne, chap. 5)  
Robin Prior and Trevor Wilson, “War in the West, 1917-18” (Horne, chap. 9)  
Paul G. Halpern, “The War at Sea” (Horne, chap 10)
  
- 4b. **The Role of Neutrals**  
Jean-Jacques Becker, “War Aims and Neutrality” (Horne, chap. 14)
  
- 4c. **American Intervention**  
Herbert J. Bass, “Introduction” (to *American Entry*)  
Jennifer D. Keene, “The United States” (Horne, chap. 34)
  
- 5a. **The Face of Battle** (October 6)  
Stéphane Audoin-Rouzeau, “Combat” (Horne, chap. 12)  
Alan Kramer, “Combattants: Atrocities, Massacres, and War Crimes” (Horne, chap. 13)
  
- 5b. **The Home Front**  
John Horne, “Public Opinion and Politics” (Horne, chap. 19)  
Jay Winter, “Demography” (Horne, chap. 17)  
Susan R. Grayzel, “Women and Men (Horne, chap. 18)  
For more on these themes see Horne, Part IV, “States, Nations, and Empires”
  
- 5c. **Intellectuals, Writers, Artists, Poets, and Film**  
Christophe Prochasson, “Intellectuals and Writers” (Horne, chap. 22)  
Pierre Sorlin, “Film and the War” (Horne, chap 24)
  
- 5d. **Mourning and Memory**  
Laurence Van Ypersele, “Mourning and Memory, 1919-45” (Horne, chap. 38)



- 6a. **Analyzing the Causes of War: The Levels of Analysis Framework** (October 13)  
 Jack S. Levy, "Theories of Interstate and Intrastate War: A Levels-of-Analysis Approach." In Chester A. Crocker, Fen Osler Hampson, and Pamela Aall, eds., *Turbulent Peace: The Challenges of Managing International Conflict*. Washington: United States Institute of Peace Press, 2001. Pp. 3-27.
- 6b. **The Long Road to War** (October 13)  
 Christopher Clark, *The Sleepwalkers: How Europe Went to War in 1914*. Intro & Parts I & II (chap. 1-6)
7. **The July 1914 Crisis** (October 20)  
 Christopher Clark, *The Sleepwalkers: How Europe Went to War in 1914*. Part III (chap. 7-12 & Conclusion)  
 Sean McMeekin, *July 1914: Countdown to War*
8. **Historiographical Debates and The Question of Responsibility** (October 27)  
 Gordon Martel, "Making Sense of the Madness"  
 David Stevenson, "Conclusion: The War becomes History"  
 Sean McMeekin, *July 1914: Countdown to War*, "Epilogue: The Question of Responsibility" (pp. 383-405). [from week 7]  
 T.G. Otte, "Conclusion" (to *July Crisis: The World's Descent into War, Summer 1914*), pp. 505-24.
9. **Guidance on Presentations and Papers** (November 3)
- 10-14 **Student Presentations** (November 10, 17, 24, December 1, 8)  
 Some additional background reading to be assigned, depending on student-decided presentation topics.