HISTORY 4490/1: THE WORLD IN 1914

MW 12:30-1:45
Social Science Building 2023

Professor Paul M. Dover
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NB: Students are responsible for the contents of this syllabus. The instructor reserves the right to change the syllabus at any time during the semester – students are expected to keep abreast of any alterations to the syllabus and schedule announced by the instructor. During the first week of class you will need to send me an e-mail on D2L with the following language: “I have read this syllabus and recognize that it is a contract between myself and the instructor. I understand the expectations and guidelines for the course.”

Course Description

2014 marks the hundredth anniversary of the outbreak of the Great War, as it quickly became known to contemporaries. This first of two awful world wars was soon recognized as a watershed in countless ways and there was widespread recognition at the time that it represented a break from the past. That remains the case today, as histories of the nineteenth century often
end at 1914, a recognition that this cataclysmic conflict had ushered in a new world. While the hundred years that now separates us from the world of Kaiser Wilhelm, Enver Pasha and Vera Britten might now seem like a yawning chasm, especially when refracted through the even greater, and more awful, world war which followed only a few years later, the world on the brink of the Great War viewed a century later offers curious, and perhaps, troubling resonances to our own day. An interconnected world, with important linkages not only within but between continents; the free flow of good, capital and talent across the globe; a globalized society that appeared to be shrinking but one that was pregnant with overt and latent divisions, feuds and hatreds – these were the salient features of the world in 1914, as, it might be said, they are of our own.

This course will offer a panoramic snapshot of that earlier world and then explore how and why that interconnected world descended into more than four years of a conflict that saw unprecedented levels of civilian mobilization and loss, geographic scope and diversity, and volumes of mass death. It was a war that unleashed or created many of the features that would come to define the troubled century that followed. With the end of the Cold War, which was largely a product of the Second World War, we can now recognize that the world today is, if anything, more under the sway of forces associated with the first war. In this sense, the Great War is still very much with us. This reason alone is enough to prompt us to pursue understanding of the world in 1914.

This course will seek to do so in a way that is considerably different from other history courses you might take at KSU. While this course is conceived, taught, organized and administered by Professor Dover, it will deliberately draw from the insights of many different faculty members, each of whom will add their own expertise to our composite picture of the world on the edge of catastrophe. This will expose students to many different approaches to the past, as the participating historians will offer their own style, ideology and points of emphasis. But such an approach is also valuable in that it allows a truly global vision that is in keeping with what was truly a global conflict, one that involved 32 different states, several of which oversaw multi-ethnic empires spanning vast distances. Events in Flanders of Palestine had rippled effects clear across the globe. This interplay between the particular and the global is a theme we will be returning to over the course of the semester.

Having become familiar with the world on the eve of the war, we will then explore the factors habitually identified as leading the combatants to war and query whether these represent sufficient cause to bring about a general conflict. Finally, we will role-play the July Crisis itself, having become aware of the circumstances of the various protagonists in those days’ dramatic events. It is my hope that all of this will then spur you to learn more about the war itself and the long shadow that it has cast over the subsequent century.

Desire2Learn (D2L)

This course uses Desire2Learn (accessible at http://d2l.kennesaw.edu/). At the site for this course, you will find:

- This syllabus
- E-mail for this course
- A drop-box for turning in assignments
- Certain pdf files of, and links to, reading assignments
- Announcements by the professor
• Discussion boards for selected topics
• Preparatory materials for certain classes, such as the role-playing exercises
• Review materials for the mid-term and final exams

Please familiarize yourself with the course’s site, and check it regularly.

Course Objectives

- Survey the world on the brink of the first great global conflict
- Expose students to a wide range of historical approaches and opinions from a selection of scholars
- Explore the influence of events at a deep remove in the past on current-day concerns and realities, looking especially for recurring patterns and resonances
- Enter into a debate that captivated historians for most of the past century: why did the Great War break out when and how it did?
- Identify social, political and economic connections across an international tapestry
- Exchange ideas in a seminar setting, thus improving rhetorical and argumentative skills
- Develop a piece of original research on the course topic, thus developing critical thinking, organizational skills, and writing ability

Required Texts

Charles Emmerson, *1913. In Search of the World before the Great War* (Public Affairs)
Samuel Williamson, *July 1914. Soldiers, Statesmen, and the Coming of the Great War* (Bedford St. Martin’s)

Required Work

Please note that all required work must be turned in to receive a passing grade in the course. This is non-negotiable.

Attendance and Participation in Seminar Discussions (15%): Attendance is expected in this course. I will be taking roll daily. You are permitted to miss 5 class meetings without penalty. After that, each absence will result in a letter-grade penalty in the final grade. Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal. Students who do not attend or stop attending may not be eligible for financial aid. I also expect you to come to class prepared to participate in class discussions, with questions for me and for the various guest speakers. This grade will also include your contribution to the July 1914 crisis role-playing exercise we will undertake just after Thanksgiving.

Regular Short Writing Assignments (15%): I will routinely be asking you to complete short expository pieces of writing that respond to the most recent lecture and/or reading. These will be 1-2 pages at most, but should be thoughtful, imaginative and actively engage with the course material. Details on these assignments will be provided in class.
Mid-term exam (15%): This exam will test your comprehension of the material covered in the first half of the course.

Final oral exam (15%): The final exam will be an oral exam, for which you will be prepared to answer a number of questions, one of which you will answer in promptu.

Research Project (40%): In consultation with the professor, each student will choose a topic for research related to the theme of the course. The specific topic is at the discretion of the student, but should relate to the world before the Great War of the Great War itself. The final version of the paper is not due until the end of the semester, but there are a number of intermediate deadlines that you are required to meet. The final paper should be 4000-5000 words in length, independent of notes and bibliography.

Research Project Deadlines

10/13: Prospective Research Questions – Using the libraries and databases available to you, identify 2-3 guiding questions that might serve as a basis for an in-depth research program. What do you wish to know more about? What is unanswered, in your mind, in the existing historical literature?

10/22: Research Proposal - This proposal should identify a specific research question or problem that will guide your work. How do you propose to answer the question or address the problem? Your proposal should explain the main historical themes that relate to your subject. If you have identified any texts or sources that you believe will be especially apposite to your purposes, describe them here.

11/3: Bibliography - The bibliography should list books, articles, essays and other sources, primary and secondary, that you have consulted, or intend to consult, in the course of your research. You may use works that have been assigned in class, but these must be supplemented with significant additional resources. This bibliography should be seen as a summation of the materials that you hope to read in order to answer your guiding research question. It is essential that the bibliography is organized and formatted according to the Chicago Manual of Style guidelines for bibliographical citation.

11/19-11/24: Research Presentations – This will be an oral summary of your research in which you describe your project for the benefit of your colleagues. You should emphasize your initial questions, research methods, and key findings. You may use slides and images in your presentation, but do not read from slides. You will not have sufficient time to read your whole draft, so the text should be tailored to meet the allotted time frame. You should also be prepared to field questions from your colleagues and the instructor.

11/24: First Draft – This draft should be as close to complete as possible in order to allow me to give meaningful feedback for your preparation of a final draft. It must use footnote notation in accordance with Chicago Manual of Style. This draft will be returned to you by 12/3.

12/12: Final Draft – This must be turned in in hard copy in my office on the due date. It should have a cover page, footnotes and a complete bibliography. The text should number 4000-5000 words, have page numbers, and be double-spaced in a common font such as Times New Roman or Palatino.
These deadlines for the research project are firm and non-negotiable. A student must complete all the steps indicated above in order to receive a passing grade on the assignment. Please seek out the aid and counsel of the instructor in the research process: my door is open.

**Policy on late work**

Work handed in late without a medical excuse will be penalized one letter grade for each class day that it is late i.e. a B essay that is a day late will receive a grade of C. I do not accept work that is more than a week late. Assignments that are not completed receive a grade of ‘0’ (not F). Missed exams will be graded as ‘0’. Make-up exams will be offered only in cases of documented family or medical emergency.

**Electronic equipment in class:**

I do not allow the use of laptops in class, unless you have a documented medical reason to use one. I have no objection to the use of recording devices in class – just please let me know if you intend to use them. Text messaging in class is strictly verboten – if I catch you doing so, I will ask you to leave for the remainder of the class session. Similarly, should your cell phone ring, I will ask you to leave for the remainder of the class session. If a phone is needed for emergency use, please set it to silent or pulse.

**Student Deportment**

I want my classroom environment to be rooted in a spirit of mutual respect. In striving to create a scholarly, respectful and efficient classroom environment for my students, I cannot and will not tolerate rude and obnoxious behavior such as social chatting, use of smart devices, reading of extraneous material, sleeping, and other antisocial activities. Please do not continue in this course if you intend to do any of these.

**Ethical considerations**

I take instances of academic dishonesty, cheating and plagiarism very seriously – proof of such activity will result in a failing grade for the semester and a referral to the Office of Student Affairs. The bottom line about cheating and plagiarism is this: do not do it. It is not worth it – you can seriously damage your reputation among the faculty, your academic standing at this and other universities and your viability in the professional world. Please read the discussion of academic integrity that follows this syllabus – it includes relevant definitions and discussions of applicable penalties. Ignorance of the guidelines does not excuse violations.

KSU Academic Honesty Statement: The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it. No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination,
quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation AND will be reported to the Department of Student Conduct according to the process outlined at the following link:
https://web.kennesaw.edu/scai/content/scai-misconduct-procedures

To reiterate: the penalty for cheating and/or plagiarism in this course is a failing grade for the semester. I will report all incidents of plagiarism to the Office of Student Affairs, and the incident will become part of your official record.

Accommodations for Disabled Students

The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services and telecommunications.

Should you require assistance or have further questions about the ADA, please contact: Ms. Nastassia Sanabria, ADA Compliance Officer for Students at 470-578-6443.

Class and Reading Schedule

NB this schedule is subject to change at the discretion of the instructor. Most days will be a combination of lecture and discussion. Reading should be completed before class the day it is listed. On days when a visiting professor will be lecturing and leading discussion, that individual is indicated in red.

Prologue

(M, 8/18) 100 Years Later: the Great War in Historical and Global Perspective: Prof. Dover
(W, 8/20) The Long Shadow of 1914: Prof. Dover
Reading: MacMillan, xxi-xxxv, 3-27
(M, 8/25) The ‘Great Acceleration’: The Bequests of the 19th Century: Prof. Dover

Surveying the World

Old World Anxieties

(W, 8/27) Europe: Power and Anxiety: Prof. Dover
Reading: Emmerson, 3-14, 37-58
(M, 9/1) No class – Labor Day
(W, 9/3) Socialism, Internationalism, Terrorism: Prof. Alice Pate
Reading: MacMillan, 285-316
(M, 9/8) Big Business and a Globalized Economy: Prof. Albert Churella
   Reading” Erik Gurtze and Yonatan Lupu, “Trading on Preconceptions” (International
   Security, Vol. 36, No. 4 (Spring 2012)); The Socialist Part of Great Britain, “Capitalism and the
   Two World Wars” (2009 – D2L); “A War That Finance Didn’t Want” (The Economist, Aug. 5,
   2014); Jonathan Liebowitz, “Economic Strength and Diplomatic Attitudes: the Formation
   of French Hostility before World War I” (Social Science History, Vol. 3, No. 1 (Autumn 1978))
(W, 9/10) Pax Britannica: Prof. Paul Fox
   Reading: Emmerson, 15-36, 280-308; MacMillan, 28-55
(M, 9/15) The Irish Question: Prof. Bryan McGovern
(W, 9/17) Mitteleuropa: The German “Problem”: Prof. Kevin Goldberg
   Reading: Emmerson, 59-77; MacMillan, 56-109; Bernhard von Bülow on Germany’s
   “Place in the Sun”
(M, 9/22) Russian Empire - Lumbering Bear or Rising Power?: Prof. Alice Pate
   Reading: Emmerson, 110-132
(W, 9/24) The Sick Man of Europe?: Prof. Hakki Gurkas
   Reading: Emmerson, 325-346, 358-380
(M, 9/29) Italy, Accidental Nation: Prof. Rhiannon Evangelista
   Reading: Emmerson, 78-86; The Futurist Manifesto
(W, 10/1) Africa in 1914: Prof. Ryan Ronnenberg
   Reading: Emmerson, 267-279
(M, 10/6) Taking stock and review
(W, 10/8) Mid-term Exam; Last day to withdraw without penalty

Eastern Transformations

(M, 10/13) Japan: Prof. Masako Racel
   Reading: Emmerson, 411-430
(W, 10/15) China: Prof. Jiayan Zhang
   Reading: Emmerson, 381-410

New World Aspirations

(M, 10/20) The Rise of the United States in Global Context: Prof. Dover
   Reading: Emmerson, 133-160
(W, 10/22) The USA in 1914: Prof. David Parker
   Reading: Emmerson, 161-205
(M, 10/27) Mexico: Prof. Kenneth Maffit
   Reading: Emmerson, 206-221, 252-266

A Road to War?

(W, 10/29) Arms Races: Prof. Joseph Meeler
Reading: MacMillan, 110-171
(M, 11/3) Alliance Systems & War Plans: Prof. Dover
    Reading: MacMillan, 172-244, 336-377
(W, 11/5) Zarathustra in the Trenches - The Legacy of Nietzsche: Prof. Andrew Whitehead
    Reading: MacMillan, 245-284
(M, 11/10) The Art of War in 1914: Prof. John Fowler
    Reading: MacMillan, 378-465
(W, 11/12) Dress Rehearsals – the Balkan Wars: Prof. Alice Pate
    Reading: MacMillan, 466-500
(M, 11/17) Europe’s Last Summer: Prof. Dover
    Reading: MacMillan, 501-632

The July Crisis

(W, 11/19) Research Presentations
(M, 11/24) Research Presentations
(W, 11/26) No class – Thanksgiving Break
(M, 12/1) Role-playing the crisis
    Reading: Williamson, entire
(W, 12/3) Role-playing the crisis
(M, 12/8) 1914 and 2014: Lessons and Legacies
(F, 12/12) Research Project Due
(M, 12/15) Final Oral Exam at 1PM

Giacomo Balla, Abstraction of Speed and Sound (1914)