



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HIST 6200-301: Seminar in European History: The Great War 1914-1918

Course Description:

World War One, or “The Great War,” as it is generally known in Europe, was one of History’s greatest tragedies, numbering at least 10 million casualties. Yet its causes remain controversial and even murky to some observers. The consequences are even more controversial, lasting well into the twenty-first century. The question this class will address is not merely why did Europe go to war in 1914, but why did they get THIS war—prolonged, global, and extraordinarily deadly? We will look at military strategies, leadership, and technologies, as well as the goals of the respective combatant nations. We will also look at the opportunities and privations faced by civilians, and how governments mobilized—or failed to mobilize—civilian populations. As the war put unprecedented stress on military and civilian populations, governments crumbled. In some cases, new nations were born; in others, revolution led to civil war, partition, and even genocide. Meanwhile diplomats from the victorious powers met at Versailles to create what they hoped would be a lasting peace. Why, then, did the so-called “War to End All Wars” produce a peace that lasted only 25 years in Europe and produce endemic conflict in the Middle East? Was there any connection between the war’s causes and its consequences?

Dates, Location and Hours:

Dates: February 3 – 9, 2019

Location: Hangar 2, Room 202, Hickam AFB, Hawaii.

Hours: Sunday 8:30 a.m.-4:30 p.m.; Monday - Friday 6:00-10:00 p.m.; Saturday 8:30 a.m. - 12:30 p.m.

Last day to enroll or drop without penalty: January 5, 2019

Site Director:

Email: aphickam@ou.edu. Phone: 808-449-6364 (DSN & Commercial).

Professor Contact Information:

Course Professor: Dr. Judith S. Lewis

Mailing Address: Dept. of History, 455 W. Lindsey St.
University of Oklahoma
Norman, OK 73019

Telephone Number: (405) 325-6002; cell: 405-921-0974

E-mail Address: Judith.S.Lewis-1@ou.edu

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and

order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online.

1. MacMillan, M. (2003). *Paris 1919: Six months that changed the world*. New York: Random House. ISBN 9780375760525.
2. Howard, M. (2007). *The First World War*. New York: Oxford University Press. ISBN 9780199205592.
3. Smith, H.Z. (1989) *Not So Quiet...Stepdaughters of War* New York: The Feminist Press. ISBN 9780935312829
4. Ferguson, N. (1999) *The Pity of War* New York: Basic Books . ISBN 139780465057122
5. Keegan, J. (2000) *The First World War* New York: Vintage. ISBN 9780375700453
6. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Course Objectives:

The primary objective of the course is to gain a sophisticated understanding of the debates surrounding the causes, conduct, and consequences of the First World War. Additionally, the class will investigate HOW historians produce history: questions of selectivity, choice and use of evidence, logic and persuasion all go into a work of History. Finally, course objectives include the development of student skills: the ability to analyze and explicate complex arguments and their underlying assumptions, and to clearly and persuasively present one's own arguments, both verbally and in writing.

Course Outline:

Students should read all assigned books prior to the first class meeting. Course outline below highlights which readings will be discussed at each class session.

Sunday February 3

The Road to War

- Introduction to Class and to each other (Discussion)
- Time Lines (Discussion)
- “Europe in the Age of Empire: Society and Government of the Future Combatants” (lecture)
- Origins of World War One (lecture)
- Causes of World War I (Discussion)
- Responsibility for World War I (Discussion)

Reading Assignments: Howard, Chapters 1 and 2; Keegan, Chapters 1-3; Ferguson, Chapters 1-6

Timelines and Rough Drafts Due in Duplicate

Monday February 4

The War to End all Wars: Orthodox Views

- Strategic Failures and Stalemate (Discussion)
- New Combatants, New Technologies, New Fronts (Discussion)
- “Churchill’s First World War” (video)

Reading Assignments: Howard, Chapters 3-8; Keegan, Chapters 4-8

Tuesday Feb 5

The War to End All Wars: Unorthodox View

- Ferguson’s evaluation of the costs of war (Discussion)
- Ferguson’s evaluation of citizens, press and propaganda (Discussion)

Reading Assignment: Ferguson, Chapters 7-14

Wednesday February 6

Civilian Life: Home Front and War Front

- Home Front Mobilization (Discussion)
- Women at War (Discussion)

Reading Assignment: Smith, Complete

Thursday, February 7

Europe Collapses in Civil War, Revolution, and Despair

- “The Effects of Nationalism in the Collapse of the Eastern Empires and the Partition of Ireland” (lecture)
- Armenian Atrocities (video)

Reading Assignments: Keegan, Chapters 9 and 10, Macmillan, Chapter 26, “The End of the Ottomans”

Friday February 8

The Peace to End All Peace

- The Treaty of Versailles (lecture) (discussion)
- A Dangerous Man: Lawrence after Arabia (video)
- Revisiting the Question of Causality (Discussion)
- Revisiting Time Lines

Reading Assignments: Macmillan, Part One, Part Two, Part Four, Remainder of Part Seven, Part Eight, Ferguson, Conclusion, “Alternatives to Armageddon.”

Saturday February 9

Open-Book **Final Exam**

Assignments, Grading, and Due Dates:

Time Line

Each student will create a WWI Timeline of no more than ten items. Students may limit it to 1914-1918, but they may also choose to begin further back in time and/or extend it beyond 1918. These are due in duplicate on **February 3**, the first day of class. There are two purposes to the timeline 1) to enable students to develop a “handle” on the complex events of the Great War and 2) to learn something about selectivity in the process of History.

Pre-Course Writing Assignment and Presentation

The pre-course writing assignment will function as a rough draft for the post-seminar paper. It should be approximately 5 typed, double-spaced pages, and is due on **Feb 3**, the first day of class, in duplicate. Students will make an oral presentation based on the rough draft lasting approximately 10 minutes. Students must e-mail their topic to Professor Lewis at least a week before class so that the dates of oral presentations can be assigned by February 3. While the rough draft and oral presentations will not be graded separately, students who fail to produce a rough draft will fail the course.

For the post-seminar paper (and its pre-seminar rough draft) students shall select from **ONE** of the following European combatants: UK, France, Belgium, German Empire, Austrian Empire, Serbia, Italy, Russian Empire, Ottoman Empire. Then write about **ONE** aspect of the war in that nation’s experience: suggested aspects include, but are not limited to: diplomacy, military strategy, military leadership, military technology; civilian use of technological or medical developments; civilians at the front;

mobilization of civilians at home, changing roles of women; propaganda; culture, and post-war consequences.

Papers should incorporate at least 3 sources beyond the readings assigned for the class. The assigned books have excellent bibliographies from which you can find appropriate sources. The database JSTOR, accessible through the OU Bizzell Library page, is an important resource for scholarly articles. Useful websites for the Great War include www.net.lib.byu.edu; www.worldwarI.com; and www.firstworldwar.com. Please note that Wikipedia or other Encyclopedias do not count as a source, although they may be helpful in getting started on a topic.

Post-Seminar Papers

Post-seminar papers are **due Feb 23**, and must be e-mailed to Professor Lewis by 11:59PM (Hawaii time) to Judith.S.Lewis-1@ou.edu. They should be 5-10 pages long, typed, double-spaced, standard font.

Papers will be graded on selection and use of research materials, logical and persuasive use of evidence, and writing style. Papers that have improved significantly from the rough draft will receive a better grade than those that left errors uncorrected; papers that are analytical rather than merely descriptive will also achieve a better grade.

Grading:

This is a letter-graded course: A, B, C, D, or F. The course evaluation will be based on the following:

Assignment	Percentage
Timeline (Due Feb. 3)	20%
Class participation including oral presentation	20%
Open-book final Exam (Feb. 9)	30%
10-page paper (Due Feb. 23, 11:59 pm. Hawaii time)	30%

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA
Judith Schneid Lewis, Ph.D.

Education

- Ph.D. in History, Johns Hopkins University
- 1972 B.A. in History (cum laude), Vassar College

Current Positions

- Advanced Programs Professor since 2001
- Edna Hoffman Bowman Presidential Professor

Frequently Taught Extended Campus Courses

- HIST 6200: Seminar in European History – Home Fronts
- HIST 6200: Seminar in European History – Aspects of the British Empire

Major Areas of Teaching and Research Interest

- Modern British and European History
- History of Gender

Representative Publications and Presentations

Books

- In the Family Way: Childbearing in the British Aristocracy, 1760-1860. New Brunswick: Rutgers University Press, 1986, 313 pages.
- Sacred to Female Patriotism: Gender, Class and Politics in Late Georgian Britain 1747-1832.
- Brideshead Revisioned: The English country House in World War II (In Progress)

Articles:

- “Florence Nightingale at First Hand,” Times UK Higher Education, 6 May 1810
- “When a House is Not a Home: Elite English Women and the Eighteenth-Century Country House,” Journal of British Studies. Bol. 48, No. 2 (April 2009)
- “Sir William Knighton.” New Dictionary of National Biography. Oxford University Press, (2004).
- “1784 and all that: Aristocratic women and electoral politics,” in Women, Privilege, and Power. Amanda Vickery, Ed. Stanford University Press, 2001.
- “’Tis a misfortune to be a great ladie’: Maternal mortality in the British aristocracy, 1558-1959,” Journal of British Studies, Vol. 37, No. 1, January 1998.
- “The princess of parallelograms and her daughter: Math and gender in the nineteenth-century English aristocracy,” Women’s Studies International Forum, Vol. 18, No. 4, 1995.
- “Separate spheres: A threat or a promise?” Journal of British Studies, Vol. 30, No. 1, January 1991.
- “Florence Nightingale: The woman and the legend,” Interview, Vol. 6, No. 1, Spring 1988.
- “Maternal health in the English aristocracy, 1790-1840: Myths and realities.” Journal of Social History, Fall 1983, pages 97-114.
- “The political behavior of elite women in England, 1775-1832.” Proceedings of the Consortium on Revolutionary Europe, 13th ed., 1983: pages 242-270.

Presentations

- “When Civic Responsibility Hit Home: The War-Time Requisition of the English Country House,” annual meeting to the Western Conference on British Studies, Tucson, 2016.
- “Re-visioning Brideshead: elite English Women and the country House in World War II,” plenary session, annual meeting of the Women’s History Network, Oxford, 2009.

Representative Honors and Awards Received

- 2005 Edna Hoffman Bowman Presidential Professorship
- 2005 University of Oklahoma, College of Arts and Sciences, Faculty Enrichment Grant
- 2003 History Department Graduate Student Society, Award for Outstanding Undergraduate Mentoring
- 2003 University of Oklahoma, College of Arts and Sciences, Faculty Enrichment Grant
- 1998 Research Council Award, University of Oklahoma
- 1995 Fletcher Jones Fellowship, The Huntington Library, San Marino, CA.
- 1995 Good Teaching Award, Amoco Foundation, University of Oklahoma
- 1995 Oklahoma Foundation for the Humanities, “Sacred to Female Patriotism”
- 1994 Research Council Award, University of Oklahoma
- 1991 National Endowment for the Humanities Fellowship, Wesleyan University
- 1987 Faculty Achievement Award, Burlington Northern Foundation
- 1987 National Endowment for the Humanities Summer Stipend
- 1976 Woodrow Wilson Dissertation Fellowship in Women’s Studies
- 1973 Butler Prize in History, Johns Hopkins University

Major Professional Affiliations

- The American Historical Association (AHA)
- Women’s History Network
- North American Conference on British Studies