

**Instructor:** Marcus Filippello, Associate Professor ([filippem@uwm.edu](mailto:filippem@uwm.edu))

**Office Hours:** I will hold office hours in Collaborate Ultra on the Canvas course site by request.

**Teaching Assistant:** Bailey Green ([green89@uwm.edu](mailto:green89@uwm.edu))

**Note:** In lieu of having face to face discussion sections, all students will participate in group discussions monitored by the TA on the main course Canvas site throughout the semester. We will organize students in groups as we come closer to the beginning of the semester and update you on how you may access the discussions in the first week of classes. Please see our expectations for discussions and assignments in the weekly sections below.

### **The First World War: A Global History**

A little over one hundred years ago, what we now refer to as the First World War ended when delegates from Germany and the Allied powers signed the Treaty of Versailles. Millions of people had died in the five years that preceded the ratification of the treaty. Millions more were displaced. Not long after European governments first engaged in battle in the summer of 1914, English speakers started referring to the series of events that encompassed this five-year period as the Great War. In France, people still often refer to it by the same name, *la Grande Guerre*. Many Germans called it *Der Weltkrieg*, or the World War, shortly after soldiers fired the first shots. Although the use of the word *welt* did not necessarily signify precise geographies, the term captured the essence of what, in reality, constituted a global imperial conflict. The nations that first entered the war possessed territories and colonies around the world. Events that occurred from the moment a man named Gavrilo Princip assassinated Archduke Franz Ferdinand of Austria on June 28, 1914 to the signing of the Treaty of Versailles on the same date five years later impacted many, if not most of the global population in some way, shape, or form.

While warfare in Europe will feature prominently in this class, we encourage you to look beyond the battlefields of Europe and consider the impact the war had on people around the world. The First World War altered political boundaries. It also triggered changes in behaviors and attitudes that shaped the historical trajectory of the twentieth and early twenty-first centuries. To better understand the complex processes that led to warfare and the impact it has had on a global historical landscape, we will ask you to contextualize and analyze course materials, including selected first-hand accounts and other primary sources, to develop your own evidence-based interpretations of the past. Much of the material presented and assigned in this class will be difficult to examine. The war constituted a global catastrophe. Many readings, lectures, and supplemental sources will depict immense human suffering and environmental destruction. However, materials will also depict humans' capacity to display resiliency and adaptability in the face of tragedy. We do not want to glamorize or romanticize any aspect of the events we will investigate in this class, but we also hope you will at times shift your gaze beyond the tragic nature of warfare to recognize humans' propensity for decency and kindness.

**Required Books (available at the *UWM.ecampus.com* virtual bookstore):**

- *The First World War: A Concise Global History, Second Edition* by William Kelleher Storey (Rowman & Littlefield, 2014): ISBN – 978-1442226811 (\$30.49 new or \$8.73 used)<sup>1</sup>
- *All Quiet on the Western Front* by Erich Maria Remarque (Ballantine Books, 1987): ISBN – 978-0449213940 (\$5.93 new or \$0.35 used)
- *The Harlem Hellfighters* by Max Brooks and Caanan White (Broadway Books, 2013): ISBN – 978-0307464972 (\$13.39 new or \$7.44 used)

**NOTE:** *There will also be additional selected readings posted on the course Canvas website.*

**Course Requirements and Grading:**

1. One 250- to 350-word introductory writing assignment (see details under “Week One” heading below) due on Canvas by the end of the day on September 4<sup>th</sup> – (5%)
2. Ten quizzes (2.5% total each) on weekly assignments — (25%)
3. Participation in 10 online discussions (3% total for each week) — (30%)<sup>2</sup>
4. 1,250- to 1,750-word paper due on Canvas by the end of the day on October 23<sup>rd</sup> — (20%)
5. Take home final exam due by noon on December 17<sup>th</sup> — (20%)

**Grading Scale:** A=100-93; A-=92-90; B+=89-87; B=86-83; B-=82-80; C+=79-77; C=76-73; C-=72-70; D+=69-67; D=66-63; D-=62-60; F=59-0

**Course Expectations:**

- Reading and examining visual sources constitute important components of this class. Comprehension and performing well on written assignments cannot flow without reading and analyzing images. You must complete all the assignments for each week. You should read and view materials carefully, placing emphasis on themes and historical change. The assessments in this class will feature names, places and dates, but the emphasis will be on your understanding of historical change. Please contact me via email or request a meeting if you have any difficulty completing or understanding the assignments.

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<sup>1</sup> Please note that I expect you to access this specific edition published in 2014. At the moment, you may access an electronic copy of this book for free through ProQuest Ebook Central via the UWM library website. Please be advised, however, that reading time and download limits may preclude you from accessing the book in its entirety. The publisher has also informed me that you will receive a 30% discount on an electronic copy of the book if you order from rowman.com with the code STUDENT30.

<sup>2</sup> Students will engage in online written discussions in groups on the course Canvas site. We will post guidelines and leading questions each week, and students will have from Wednesdays at 5pm (when quizzes are due) to the following Sunday at 11:59pm to participate.

- Writing is likewise an important feature of this course. Clear, original, intelligent, and coherent writing is a useful skill. This means that academic honesty is essential. Plagiarism is unacceptable. Citations are required for all written assignments, including when you cite materials in online discussions.
- I will offer students virtual office hours by request to provide you with a forum to raise questions and discuss class materials and assignments. They also provide me with an opportunity to assess your progress in the class and suggest improvement.
- Please note this course is online on Canvas. I encourage you to visit the site regularly for updates and announcements.
- This is a three-credit course. As such, I expect students to devote an average of 9 hours per week (135 hours over the course of what amounts to 15 weeks of the semester) viewing lectures and other supplemental material, participating in online discussion sections, completing assigned readings, working on assignments, and studying for and writing papers and the final exam.

### ***Course Policies:***

- **Attendance:** Say what? Isn't this class online? Yes, it is! Nevertheless, you will find that viewing lectures and supplemental material posted on Canvas and participating in online discussions will be extremely important to performing well in the class. We may ask you to comment on lectures and supplemental materials in your online discussions.
- **Late Assignments:** In general, I do not grant extensions on assignments and exams. Exceptions may be made for those on official university business, sporting engagements, or a medical condition, provided I am informed before the event and/or in written form from the relevant authority. Otherwise, all assignments must be turned in on time.
- **Safety Policies:** The university is dedicated to creating a caring environment where individuals are free to learn, teach, and work without fear of intimidation or exposure to potentially harmful/disruptive situations. I expect students to treat each other, the TA, and me with dignity and respect at all times.
- **Make-up Policies:** Should you miss an assignment due to any of the circumstances listed above, please contact me. We will discuss make-up dates and times.
- **Incomplete Policies:** I generally do not allow students to receive an incomplete grade for this class. However, there may be circumstances where students might want to request this as an option. Please contact me by email, and we can discuss your situation and gauge whether an incomplete grade is appropriate. Should you receive an incomplete grade, you will have until the next succeeding semester, excluding summer sessions and UWinteriM, to submit/complete remaining required assignments. The campus conditions for awarding an incomplete to graduate and undergraduate students can be found at the following:  
<http://www4.uwm.edu/secu/docs/other/S31.pdf>

**Other Campus Policies:** <http://uwm.edu/secu/syllabus-links/>

- **Students with Disabilities:** Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at the following: <http://uwm.edu/arc/>
- **Religious Observances:** Policies regarding accommodations for absences due to religious observance are found at the following:  
<http://www4.uwm.edu/secu/docs/other/S1.5.htm>
- **Students Called to Active Military Duty:** For accommodations for absences due to call-up of reserves to active military duty please see: <http://uwm.edu/active-duty-military/>
- **Discriminatory Conduct (such as sexual harassment):** Harassment, abuse of power, and the reporting requirements of discriminatory conduct are found at the following:  
[https://www4.uwm.edu/secu/docs/other/S\\_47\\_Discrimina\\_duct\\_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf)
- **Academic Misconduct:** Policies for addressing students cheating on exams or plagiarism can be found at the following:  
[https://uwm.edu/deanofstudents/conduct/conduct\\_procedures/academic-misconduct/](https://uwm.edu/deanofstudents/conduct/conduct_procedures/academic-misconduct/)
- **Complaint Procedures:** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.  
<http://www4.uwm.edu/secu/docs/other/S49.7.htm>
- **Grade Appeal Procedures:** Procedures for student grade appeal appear at the following: <http://www4.uwm.edu/secu/docs/other/S28.htm>
- **Final Examination Policy:** Policies regarding final examinations can be found at the following: <http://www4.uwm.edu/secu/docs/other/S22.htm>
- **Navigate Student Success Platform and Mobile App:** Students are encouraged to use a tool called Navigate. This tool can help you learn about academic resources, set up study groups in your courses, make appointments with your academic advisor, get reminders on important dates, and much more. In addition, Navigate allows instructors to send Progress Reports to students throughout the term, allowing for updates on your academic progress in a course in addition to your grade. You can log into the platform here: <https://uwmilwaukee.campus.eab.com/> or by finding the Navigate link under the Current Students tab on the UWM home page. More information on how you can use Navigate and the app, including tutorials, can be found on UWM's Navigate website.

### ***Academic Advising in History:***

All L&S students have to declare and complete an academic major to graduate. If you have not yet declared a major, you are encouraged to do so, even if you are at an early stage in your college education. If you are interested in declaring a major (or minor) in History, or if you need academic advising in History, please visit the Department of History undergraduate program web page at <http://www4.uwm.edu/lets/history/undergrad/> for information on how to proceed.

**Ok, now that we have gotten through all of the important (but lengthy!) material above, let's move on to the actual components of the class! You will see below the themes we will discuss each week, along with weekly assignments and due dates:**

### **Week One (9/2 to 9/4): Introduction**

**Readings and Sources:** (Note: You will find electronic copies of many of the assigned readings posted throughout the semester on the course Canvas site. Realizing that it may take you some time to receive the book, *The First World War: A Concise Global History* by William Kelleher Storey, I have arranged to post electronic copies of the first four chapters on the course Canvas site.)

- Storey, "Chapter One: Introduction," pp. 1-4 (on Canvas)
- Storey, "Chapter Two: Empires, Technologies, and the Origins of War," pp. 5-11 (on Canvas)

**Introductory Written Assignment (due on Canvas by the end of 9/4):** In 250- to 350-words, introduce yourself to me and the TA by writing in brief what you have learned previously about World War One and why you are taking this class. It may behoove you to also raise a question or two that reflects your curiosity about global history, particularly during the relatively short period we will examine in the class.

### **Week Two (9/8 to 9/11): An Unsettled World**

**Readings and Sources:**

- Stefan Zweig, "The World of Security" (1942): pp. 23-49 (on Canvas)
- Stefan Zweig, "Brightness and Shadows Over Europe" (1942): pp. 215-236 (on Canvas)
- Painting: Edvard Munch, "The Scream" (1893) (on Canvas)
- Film: Paris in the late 1890s (link on Canvas)

**Quiz 1:** Complete quiz on the above assignments on Canvas by Wednesday, September 9<sup>th</sup> at 5pm

**Online Discussion Sections:** Students from each section (HIS 248-601 through 605) will engage in a written discussion on their respective section Canvas sites. We will post guidelines and leading questions in advance of the beginning of discussions, and students will have from Wednesday, September 9<sup>th</sup> at 5pm (when quizzes are due) to the following Sunday, September 13<sup>th</sup> at 11:59pm to participate.

### **Week Three (9/14 to 9/18): The Summer of 1914 – Off to War**

#### **Readings and Sources:**

- Storey, “Chapter Three: European Rivalries,” pp. 13-27 (on Canvas)
- Storey, “Chapter Four: The Crisis of 1914,” pp. 29-34 (on Canvas)
- Stefan Zweig, “The First Hours of the 1914 War” (1942): pp. 237-250 (on Canvas)

**Quiz 2:** Complete quiz on the above assignments on Canvas by Wednesday, September 16<sup>th</sup> at 5pm

**Online Discussion Sections:** Students from each section (HIS 248-601 through 605) will engage in a written discussion on their respective section Canvas sites. We will post guidelines and leading questions in advance of the beginning of discussions, and students will have from Wednesday, September 16<sup>th</sup> at 5pm (when quizzes are due) to the following Sunday, September 20<sup>th</sup> at 11:59pm to participate.

### **Week Four (9/21 to 9/25): (Im)mobilization**

**Readings and Sources:** (Note: You should by this time have access to the book by Storey. For copyright purposes, I cannot post chapters from that book on the course Canvas site from this point forward. However, you will find electronic copies of the other assigned readings by Marc Bloch and from *German War Letters*.)

- Storey, “Chapter Five: The Western Front, 1914-1915,” pp. 35-49
- Storey, “Chapter Six: The War in Eastern and Southern Europe, 1914-1915,” pp. 51-61
- Marc Bloch, *Memoirs of War, 1914-15*, pp. 77-103 (on Canvas)
- *German War Letters*, Willi Bohne, pp. 7-8 (on Canvas)
- *German War Letters*, Rudolf Fischer, pp. 14-15 (on Canvas)
- *German War Letters*, Karl Aldag, pp. 29-38 (on Canvas)

**Quiz 3:** Complete quiz on the above assignments on Canvas by Wednesday, September 23<sup>rd</sup> at 5pm

**Online Discussion Sections:** Students from each section (HIS 248-601 through 605) will engage in a written discussion on their respective section Canvas sites. We will post guidelines and leading questions in advance of the beginning of discussions, and students will have from Wednesday, September 23<sup>rd</sup> at 5pm (when quizzes are due) to the following Sunday, September 27<sup>th</sup> at 11:59pm to participate.

### **Week Five (9/28 to 10/2): Global and Imperial War**

#### **Readings and Sources:**

- Storey, “Chapter Seven: The World War in Africa, 1914-1916,” pp. 63-71
- Storey, “Chapter Eight: The War at Sea, 1914-1915,” pp. 73-79
- Storey, “Chapter Nine: The War in the Middle East, 1914-1916,” pp. 81-92
- Selections from David Omissi, *Indian Voices of the Great War: Soldiers’ Letters, 1914-1918:* (on Canvas)
  - Letters 1 to 3: pp. 24-26
  - Letters 10-13: pp. 29-32
  - Letters 18-19: pp. 35-36 (and subsequent photos)
  - Letters 23-24: pp. 38-39
  - Letter 26: p. 40
  - Letter 41-43: pp. 48-49
  - Letter 49: p. 53
  - Letter 123: p. 91
  - Letter 138: p. 98
  - Letter 146: p. 102
  - Letter 156: p. 107
  - Letter 202: p. 127

**Quiz 4:** Complete quiz on the above assignments on Canvas by Wednesday, September 30<sup>th</sup> at 5pm

**Online Discussion Sections:** Students from each section (HIS 248-601 through 605) will engage in a written discussion on their respective section Canvas sites. We will post guidelines and leading questions in advance of the beginning of discussions, and students will have from Wednesday, September 30<sup>th</sup> at 5pm (when quizzes are due) to the following Sunday, October 4<sup>th</sup> at 11:59pm to participate.

### **Week Six (10/5 to 10/9): Global and Imperial War (cont.)**

#### **Readings and Sources:**

- Shevin-Coetzee and Coetzee, “War to East and South,” pp. 73-77 and pp. 93-123 (on Canvas)

**Quiz 5:** Complete quiz on the above assignments on Canvas by Wednesday, October 7<sup>th</sup> at 5pm

**Online Discussion Sections:** Students from each section (HIS 248-601 through 605) will engage in a written discussion on their respective section Canvas sites. We will post guidelines and leading questions in advance of the beginning of discussions, and students will have from Wednesday, October 7<sup>th</sup> at 5pm (when quizzes are due) to the following Sunday, October 11<sup>th</sup> at 11:59pm to participate.

### **Week Seven (10/12 to 10/16): Total War**

#### **Readings and Sources:**

- Storey, “Chapter Ten: The Offensives of 1916,” pp. 93-106
- Storey, “Chapter Twelve: The Strains of Total War,” pp. 115-128
- American Geographical Society StoryMap: French World War I Posters (on Canvas)

**Quiz 6:** Complete quiz on the above assignments on Canvas by Wednesday, October 14<sup>th</sup> at 5pm

**Online Discussion Sections:** Students from each section (HIS 248-601 through 605) will engage in a written discussion on their respective section Canvas sites. We will post guidelines and leading questions in advance of the beginning of discussions, and students will have from Wednesday, October 14<sup>th</sup> at 5pm (when quizzes are due) to the following Sunday, October 18<sup>th</sup> at 11:59pm to participate.

### **Week Eight (10/19 to 10/23): Revolution**

**1,250- to 1,750-word paper due on Canvas by the end of the day on Friday, October 23<sup>rd</sup>**

**Note:** There will be no assigned readings or discussion assignment sections for this week. We expect you to devote time to completing your paper.

### **Week Nine (10/26 to 10/30): The U.S. Enters the War**

#### **Readings and Sources:**

- Storey, "Chapter Eleven: Naval War and the U.S. Entry, 1916-1917," pp. 107-113

**Note:** We will not have a quiz or hold discussion sections this week. We encourage you, however, to devote time to reading the novel, *All Quiet on the Western Front*, for next week.

### **Week Ten (11/2 to 11/6): A Soldier's Life**

#### **Readings and Sources:**

- *All Quiet on the Western Front* by Erich Maria Remarque

**Quiz 7:** Complete quiz on the above reading assignment on Canvas by Wednesday, November 4<sup>th</sup> at 5pm

**Online Discussion Sections:** Students from each section (HIS 248-601 through 605) will engage in a written discussion on their respective section Canvas sites. We will post guidelines and leading questions in advance of the beginning of discussions, and students will have from Wednesday, November 4<sup>th</sup> at 5pm (when quizzes are due) to the following Sunday, November 8<sup>th</sup> at 11:59pm to participate.

### **Week Eleven (11/9 to 11/13): Warfare and Gender**

#### **Readings and Sources:**

- Storey, "Chapter Thirteen: The Offensives of 1917," pp. 129-142
- Storey, "Chapter Fourteen: Allied Empire-Building," pp. 143-150
- Shevin-Coetzee and Coetzee, "Mobilizing the Home Front: Women," pp. 194-216 (on Canvas)

**Quiz 8:** Complete quiz on the above reading assignment on Canvas by Wednesday, November 11<sup>th</sup> at 5pm

**Online Discussion Sections:** Students from each section (HIS 248-601 through 605) will engage in a written discussion on their respective section Canvas sites. We will post guidelines and leading questions in advance of the beginning of discussions, and students will have from Wednesday, November 11<sup>th</sup> at 5pm (when quizzes are due) to the following Sunday, November 15<sup>th</sup> at 11:59pm to participate.

## **Week Twelve (11/16 to 11/20): Race and Warfare**

### **Readings and Sources:**

- Brooks and White, *The Harlem Hellfighters*

**Quiz 9:** Complete quiz on the above reading assignment on Canvas by Wednesday, November 18<sup>th</sup> at 5pm

**Online Discussion Sections:** Students from each section (HIS 248-601 through 605) will engage in a written discussion on their respective section Canvas sites. We will post guidelines and leading questions in advance of the beginning of discussions, and students will have from Wednesday, November 18<sup>th</sup> at 5pm (when quizzes are due) to the following Sunday, November 22<sup>nd</sup> at 11:59pm to participate.

## **Week Thirteen (11/23 to 11/24): All Quiet**

### **Readings and Sources:**

- Storey, "Chapter Fifteen: The War's End," pp. 151-160

**Note:** We will not have a quiz or hold discussion sections this week. Have a good Thanksgiving holiday!

## **Week Fourteen (11/30 to 12/4): Victory?**

### **Readings and Sources:**

- Storey, "Chapter Sixteen: The Peace Settlements," pp. 161-171
- American Geographical Society StoryMap: Inquiry (on Canvas)

**Quiz 10:** Complete quiz on the above reading assignment on Canvas by Wednesday, December 2<sup>nd</sup> at 5pm

**Online Discussion Sections:** Students from each section (HIS 248-601 through 605) will engage in a written discussion on their respective section Canvas sites. We will post guidelines and leading questions in advance of the beginning of discussions, and students will have from Wednesday, December 2<sup>nd</sup> at 5pm (when quizzes are due) to the following Sunday, December 6<sup>th</sup> at 11:59pm to participate.

## **Week Fifteen (12/7 to 12/11): Legacies and Repercussions**

### **Readings and Sources:**

- Storey, "Chapter Seventeen: Understanding and Remembering the War," pp. 173-179

- Etching: Otto Dix, “Match Seller” (1920) (on Canvas)
- Painting: Otto Dix, “Metropolis” (1927-1929) (on Canvas)
- Painting: Otto Dix, “The War” (1929-1932) (on Canvas)
- Selected poetry (on Canvas)

**Note:** We will not have a quiz or hold discussion sections this week. We encourage you, however, to contact us with questions about the assigned readings and sources. In particular, we will have you analyze the artwork and poetry assigned this week for one component of the final exam.

**FINAL EXAM: DUE ON CANVAS COURSE SITE BY NOON ON THURSDAY,  
DECEMBER 17<sup>th</sup>**