

COURSE TITLE: HC 139

Understanding War: Causes and Consequences

TERM AND LOCATION: WINTER 2010

DAYS AND TIME: (TUESDAYS) JANUARY 5, 2010 – MARCH 16, 2010

INSTRUCTOR: Daniel P. Christine

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COURSE DESCRIPTION:

The First World War (the “Great War”) produced profound effects on world culture and continues to influence our ideas and actions with respect to military matters. The swift advance of technology during this time provided the world with a new and constantly shifting array of weaponry, including the first chemical weapons, use of aircraft and bombing, and systematic genocide. All of these weapons are still present in the contemporary arena of warfare and we can understand them only by knowing their origins. In this course, we will examine this horrific shaping effect of war by studying its literature, scholarship and documents, as well as selected films and field trip. Since aviation and the use of air tactics played a crucial role near the end of the Great War, we will particularly emphasize this phenomenon.

Daniel Christine is a 1994 BA graduate of DePaul University School for New Learning. He also received his Masters Degree in Twentieth-Century European History from DePaul University. He has conducted research on World War I for the past 15 years which was complemented by on-site WWI battlefield research in France and Belgium. Besides being an aviation historian, he holds an FAA Private Pilot certificate and Advanced Aviation Ground Instructor license. He has built and flown two flying full-scale WWI replica aircraft, a French Nieuport 11 fighter and a German Fokker EI fighter. Both of these aircraft reside at the Illinois Aviation Museum and education center at Clow airport in Bolingbrook, Illinois. He has been published in international historical journals such as *Bridges*

COMPETENCIES:

H-5: Can analyze issues and problems from a global perspective.

1. Analyzes one or more global issues, problems, or opportunities facing the human race.
2. Explains how these issues affect individuals or societies in both positive and negative ways.

S-3-A: Can understand different perspectives on the relationship between technology and society, and describe the scientific principles underlying technological innovations.

1. Defines technology and explains the scientific principles that underlie a technological development.
2. Analyzes social, political, economic, or cultural factors that influence the creation or success of a technology.
3. Evaluates the impact of a technology on social, economic, or cultural structures and beliefs.

S-1-E: Can analyze inventions or technologies and can understand their underlying scientific principles.

1. Describes a complex invention or technology in terms of its component parts and functions.
2. Analyzes the parts and functions in terms of scientific principles.

LEARNING EXPERIENCE AND REQUIREMENTS:

Through assigned readings, class discussions, films, required field trip, and weekly reflection papers we will examine the causes and consequences of warfare and focus especially on World War I (1914-1918) technological advances and its relationship to modern-day warfare.

REQUIRED READINGS:

- *War and our World* by John Keegan
- *The Changing Nature of Warfare; The Development of Land Warfare From 1792 to 1945* (Chapter 4) by Peter Browning
- *The Face of Battle* by John Keegan (Chapter 4, *The Somme, 1 July 1916*, Chapter 5, *The Future of Battle*) by John Keegan
- *Flu: The Story of the Great Influenza Pandemic of 1918 and the Search for the Virus That Caused It* by Gina Kolata (H-5 only)

REQUIREMENTS OF THIS COURSE:

CLASS ATTENDANCE (10% of the final grade for each registered competence): Because of the importance of the learning outcomes as they relate to sequential events in history, class attendance is very important. Attending all classes is crucial to understanding historical events in this class. Please contact the instructor if you anticipate missing a class. If you miss a class, you are responsible to obtain all necessary information from your classmates to be prepared for the next class.

CLASS PARTICIPATION (30% of the final grade for each registered competence): You are expected to have completed all readings for class and your reflection paper before coming to class so you are fully prepared to discuss the topic for that week.

REFLECTION PAPERS (10% of the final grade for each registered competence):
In order to be fully prepared for class discussions, you are required to write out your thoughts and ideas on the required readings each week. This reflection paper should be one to two typed pages and include your name, course name, and course term. The reflection papers will be collected by the instructor and returned the following week. The idea behind a reflection paper is to assist your memory regarding your thoughts and ideas behind the readings so we can experience an enriched class discussion.

ASSESSMENT OF COMPETENCIES (HOW EACH COMPETENCE WILL BE ASSESSED):

FINAL PAPER (50% of the final grade for each registered competence):

H-5: Students will achieve this competence by completing the assigned reading specific for this competence (with additional research) to come to two important conclusions. With these conclusions, the student will write a four to five page paper discussing two very important historical arguments in relation to the 1918 influenza pandemic. First, the student will reflect on where he or she has learned this influenza originated. This is a highly debated topic among international historians since this pandemic appeared during the last phases of World War I during a time in which international travel between belligerent countries was common. Secondly, the student will reflect on the learning experience, through assigned readings and research, to come to his or her own conclusion as to whether this pandemic could have been averted and if so, how. The student must take into account the medical technology of the time period. Since the causes of the 1918 influenza pandemic is an on-going historical debate by international historians, it is important to support your arguments through citations of authors of similar works.

S-3-A: The student will achieve this competence by choosing one (there are many) newly-formed technology of World War I and conduct research into the chosen area of study. The student will then write a five to eight page research paper involving this chosen technology relating to the three points listed in the competency statement above. The student should also include in this paper a discussion involving the global impact the chosen technology possesses as it relates to modern-day warfare.

S-1-E: The student will achieve this competence by choosing one newly-formed technology of World War I and conduct research into the chosen area of study. The student will then write a five to eight page research paper involving this chosen technology relating to the two points listed in the competency statement above. The student should also include in this paper a discussion involving the global impact the chosen technology possesses as it relates to modern-day warfare.

ALL WRITTEN WORK WILL BE EVALUATED ALONG THE FOLLOWING GUIDELINES:

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of the idea.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not completed the reading assignments thoroughly.

UNFINISHED WORK:

Unfinished work (and that includes work that requiring additional revisions) will be given an “I” (Incomplete). However, you must have had good attendance and must have at least two thirds of the assignments completed in order to receive an “I” grade.

Students should view the University Guidelines regarding academic integrity on the DePaul website or the Student Handbook if they have any questions regarding plagiarism. Plagiarism is a serious offense and could result in serious consequences. The instructor can also assist you if you are in doubt about proper citation.

WEEKLY SYLLABUS

WEEK ONE:

- Introduction and general class discussion of World War I
- Historiography: What is it and how do historians use it
- Lecture: Causes and Motives: Europe and its pre-war alliance system
- Lecture: Bismarck and his delicate balance of European power-1879 to 1890
- Group exercise: Alliance systems
- Film: *Explosion: The Great War and the Shaping of the 20th Century*
- Class discussion and summary

DUE NEXT WEEK: REFLECTION PAPER OF WEEK ONE AND READINGS FOR NEXT WEEK

READ FOR NEXT WEEK: *THE CHANGING NATURE OF WARFARE*

WEEK TWO:

- Class discussion of reflection papers
- Class discussion of *The Changing Nature of Warfare*
- Lecture: Mobilization and the road to war
- Lecture: 1914: The Battle of the Marne; The failure of the Schlieffen Plan and the beginning of stalemate
- Lecture: 1914: The Battle of Tannenberg; Catastrophe and the beginning of the end of the Russian Empire
- Trench systems and common weapons of the early war
- Film: *Stalemate: The Great War and the Shaping of the 20th Century*
- Class discussion and summary

DUE NEXT WEEK: REFLECTION PAPER OF WEEK TWO AND READINGS FOR NEXT WEEK

READ FOR NEXT WEEK: *WAR AND OUR WORLD*

WEEK THREE:

- Class discussion of reflection papers
- Class discussion of *War and our World*
- Lecture: 1915: The Gallipoli Campaign; The landing of destruction and casualties
- Lecture: 1915: The Battle of Verdun; Battle of attrition and for France's important pride
- Lecture: New weapons, new war: Unlocking the stalemate
- Lecture: Propaganda: Its use and effectiveness
- Film: *Total War: The Great War and the Shaping of the 20th Century*
- Class discussion and summary

DUE NEXT WEEK: REFLECTION PAPER OF WEEK THREE AND READINGS FOR NEXT WEEK

READ FOR NEXT WEEK: *THE FACE OF BATTLE (CHAPTER 4)*

WEEK FOUR:

- Class discussion of reflection papers
- Class discussion of *The Face of Battle (Chapter 4)*
- Lecture: 1916: The Battle of the Somme; the worst day in British military history
- Lecture: Communications: Keeping the general staff informed
- Film: *Slaughter: The Great War and the Shaping of the 20th Century*
- Class Discussion and summary

DUE NEXT WEEK: REFLECTION PAPER OF WEEK FOUR AND READINGS FOR NEXT WEEK

READ FOR NEXT WEEK: *THE FACE OF BATTLE (CHAPTER 5)*

WEEK FIVE:

- Class discussion of reflection papers
- Class discussion of *The Face of Battle (Chapter 5)*
- Lecture: 1917: The Zimmerman note; America enters the war
- Lecture: 1917: The Battle of Cambrai; All forces of war combined
- Lecture: 1917: Germany's U-boat campaign and unrestricted submarine warfare
- Film: *Mutiny: The Great War and the Shaping of the 20th Century*
- Class discussion and summary

WEEK SIX:

- Field Trip: The First Division Museum at Cantigny, Wheaton. (No class this week)

WEEK SEVEN:

- Class discussion of reflection papers from week five
- Class discussion of First Division Museum questions and observations
- Lecture: The air war; The aeroplane and dirigible; their history, uses, and the hopes of a swift victory
- Lecture: The "Aces"; Their impact on a war of propaganda
- Film: *Collapse: The Great War and the Shaping of the 20th Century*
- Class discussion and summary (Research paper drafts due by end of class for those who would like to turn them in for revision)

DUE NEXT WEEK: REFLECTION PAPERS OF WEEK SEVEN

WEEK EIGHT:

- Class discussion of reflection papers
- Lecture: 1918: The final German offensives; The Hindenburg salient
- Lecture: 1918: The Battle of Meuse-Argonne; The breaking of the Hindenburg Line
- Film: *Hatred and Hunger: The Great War and the Shaping of the 20th Century*
- Class discussion and summary (Final papers may be submitted for review. The paper will be returned on week nine to complete your revisions so final revision and submission can occur on week ten.)

DUE NEXT WEEK: REFLECTION PAPER OF WEEK EIGHT

WEEK NINE:

- Class discussion of reflection papers
- Lecture: 1918: Allied victory; armistice and aftermath
- Lecture: 1919: The League of Nations; Its lack of enforcement and shattering of dreams
- Lecture: 1919-1939: “War guilt”; The rise of National Socialism and Hitler’s revenge
- Film: *War without End: The Great War and the Shaping of the 20th Century*
- Class discussion and summary

WEEK TEN:

- Film: *Remembering the Great War: The Experiences of World War I Veterans*
- Group exercise: Alliance systems and the strategy of “offensives and defense”; Has the strategy changed?
- Class discussion and summary (FINAL PAPERS DUE)