This course explores the interactions between war, peace, and revolution in Eastern and Central Europe in the first half of the twentieth century. During the first half of the semester, students will learn about the origins of peace movements and efforts to “humanize” war and the debates about the origins of World War I and its meaning for revolutions and the fate of the Ottoman, Russian, German, and Austro-Hungarian empires. Students will prepare for a variety of role-playing exercises to reach the first peace negotiations in Brest-Litovsk in February-March 1918 and then the Versailles negotiations in 1919 that led to the “Paris order” and the creation of the League of Nations.

In the second half of the course, students will investigate the European responses to the rise of communism in Bolshevik Russia followed by the rise of the National Socialist dictatorship and their threats to the fragile peace of Versailles, including the politics of containment in the 1920s and collective security in the 1930s. The next stage is the Spanish Civil War that was a dress rehearsal for World War II; the German-Soviet treaty (Molotov-Ribbentropp) of 1939 that began the first phase of the war in Eastern Europe, which became the center of the Holocaust and the worst atrocities of Nazi rule, as well as the atrocities of Soviet occupation/liberation. Part two ends with the wartime talks between Churchill, Stalin and FDR at Yalta and the creation of the new world order, including the United Nations and the war crimes trials in Nuremberg and the occupation regimes of the postwar peace.

Part One.
Background lectures: The Concert of Europe, the Rise of Germany, the Eastern Question and Origins of World War I

Week One.
*January 8 (Monday). Introduction to Course: The Problem of the Eastern Front in Historiographies of the Two World Wars.
Recommended readings: Mark von Hagen, “New Directions in Military History, 1900-1950,” Kritika: Explorations in Russian and Eurasian History 12, 4 (Fall 2011): 867-84; Watson, Introduction
*January 10. Europe on the Eve of the Great War: the long 19th century from Congress of Vienna to 1914; revolution and reaction; liberal nationalism; industrialization; demographic revolution; urbanization
Required reading Stone, read both introductions (1975 and 1998), ch. 1
Recommended reading: Michael Howard, A Very Brief Introduction to the First World War; Brian Bond, War and society in Europe, 1870-1970
Week Two.

* January 15. Martin Luther King Day. University Holiday. No Classes.
* January 17. The Origins of the War: who were the key decision makers? What was the state of military intelligence about potential rivals? How did the militaries plan for future war and against whom? What were expectations of war? What decisions led to outbreak of war?
Recommended readings: Holger Herwig, The Origins of the First World War; Dominic Lieven Russia and the Origins of the First World War and The End of Tsarist Russia: The March to World War I and Revolution (2015); Volker Berghahn, Germany and the Approach of War in 1914;

Week Three.

* January 22. Survey of civil-military relations and the international, political and social contexts of the German, Austro-Hungarian, Russian, Ottoman, and Serbian Armies
Recommended: Gunther Rothenberg, The Army of Francis Joseph; Gordon Craig, The Politics of the Prussian Army; A.L. Macfie, The End of the Ottoman Empire, 1908-1923; Allan Wildman, The End of the Russian Imperial Army, vol. 1; William Fuller, Civil-Military Relations; Strategy and Power; Bruce Menning, Bullets before Bayonets; Michael Reynolds, Shattering Empires: The Clash and Collapse of the Ottoman and Russian Empires

* January 24. Scenario One: The Decision for War
The Actors: Kaiser Franz-Josef, Conrad von Hoetzendorff; FM Leopold Berchtold; Kaiser Wilhelm II; Theobald von Bethmann-Hollweg; Helmut von Moltke; Tsar Nicholas II, FM Sergei Sazonov, Grand Prince Nikolai Nikolaevich; Army Chief of General Staff, Yanushkevich; Interior Minister Petr Durnovo: Italian King; Ottoman Enver Pasha; Romanian King Ferdinand; Bulgarian King; Serbian PM Nikola Pasic;

Week Four.

* January 29. Background lecture: War Plans and the Diplomacy of War: Central Powers and Entente
Required reading: Watson, ch. 6 “Security for All Time”
The Fronts and Battles: Carpathian Winter War; Tannenberg; Brusilov Offensive
Required readings: Stone, ch. 2; Watson, ch. 2-5.
Recommended readings: Timothy Dowling, The Brusilov Offensive; Dennis Showalter, Tannenberg: Clash of Empires; Gordon Tunstall, Blood on the Snow: The Carpathian Winter War of 1915

* January 31. Scenario Two: Evolving War Plans and Wartime Conferences
The Actors: Sergei Sazonov, Brusilov, Mikhail Alexeev, Falkenhayn, Paul von Hindenburg, Erich von Ludendorff; A-H FM; Conrad von Hotzendorff, Paul Miliukov, Alexei Guchkov
Week Five.
*February 5. *Background lecture: Prisoners of War; Refugees
Required reading: Stone, ch. 3-8; Watson, ch. 7-9
Recommended: Alon Rakhamimov, *POWs and the Great War: Captivity on the Eastern Front*;
Peter Gatrell, *A Whole Empire Walking: Refugees in Russia during World War I*

*February 7. *Scenario Three: Peace-Seeking Initiatives (including Socialists, womens’ groups, and Vatican)
The Actors: Rosa Luxemburg, Pope Benedict XV, Woodrow Wilson

Week Six.
War and Economy, Politics, Culture.
Required reading: Stone, ch. 9-13; Watson, ch. 10-11
Recommended: Peter Gatrell, *Russia’s First World War: A Social and Economic History*; city volumes on home front

Actors: Ottokar Czernin, Richard von Kuehlmann, Max von Hoffman; Talat Pasha; Leon Trotsky; Ukrainian delegation (Oleksandr Sevriuk)

Week Seven.
*February 19. *Background Lecture: Revolution and Civil War: Russia, Germany and Austria-Hungary
Required Reading: Mawdsley, *The Russian Civil War*
Recommended: Peter Holquist, essay; Geoff Eley, essay; Wildman, *End of the Russian Imperial Army*, volume 2

Actors: Wilson, Georges Clemenceau, David Lloyd George
Required: Watson, ch. 12-13, Epilogue
Margaret MacMillan, *Paris 1919: Six Months That Changed the World*

Week Eight.
*February 26. *Scenario Five, Part Two: The Paris Order and Its Critics: Keynes, the “Victim States”
Actors: Keynes, Masaryk, Pilsudski,
Interwar Central and Eastern Europe: Army, Society, and Politics.
**February 28. Scenario Five, Part Three: The Anti-Paris Order: Lenin, the Comintern**

**Actors:** Lenin, Bela Kun

FIRST PAPER DUE FOR WWI PERIOD.

**March 4-11. Spring Break. No Classes.**

**Part Two: World War II: Origins, Outcomes**

**Week Nine.**


From Red to Soviet Army; The German Army;

Required: Mawdsley, Thunder, general editor’s preface; preface; Chapters 1-2.

Recommended: Joseph Rothschild, *East Central Europe Between the Two World Wars*


**Actors:** Chamberlain, Hitler, Maxim Litvinov

**Week Ten.**

*March 19. Dress Rehearsal for World War II:

**Scenario Seven: Spanish Civil War**

**Actors:** Francisco Franco,

*March 21. Scenario Eight: Molotov-Ribbentropp Pact and German-Soviet cooperation; German and Soviet war plans

**Actors:** Molotov-Ribbentropp; Hitler, Stalin, Chief of Staff Halder; Chief of Staff Georgii Zhukov

**Week Eleven.**

*March 26. Background Lecture: Battles and Campaigns. Operation Barbarossa, Moscow, Stalingrad, Leningrad. The War in Yugoslavia; The War in Poland; Occupations, Prisoners-of-War, Refugees;

Women in War: Combatants, Home Front Partisan Warfare, Resistance and Collaboration;

Culture at War: Journalism, Film, Literature, Art; Propaganda

Required: Mawdsley, chapter 9-14.


*March 28. Background Lecture: Wartime deportations, ethnic cleansing and other atrocities; New Occupations; Holocaust; Retributions; Peace

Required: Mawdsley, chapters 3-8.

**Week Twelve.**
*April 2. Scenario Eight: *Wartime Alliance Meetings: Moscow, Yalta*

Actors: Churchill, B, Harriman, FDR, Stalin, Molotov, Harry Truman

*April 4. Wartime Alliance Meetings II: Teheran, Potsdam and creation of United Nations*

**Week Thirteen.**
*April 9. Scenario Nine: *Nuremberg International Military Tribunals*
Actors: Speer, Vyshinskii, Jackson, Rudenko

*April 11.

**Week Fourteen.**
*April 16. The Divided Memory of World War II and the Onset of Cold War*
Igor Torbakov on history wars; Thomas Sherlock; Karaganov and Roginsky, *The Russian Katyn*;
Tim Snyder, EEPS essay

*April 18. Last day of classes*

**Course Goals**
--To contextualize the two wars in the particular social, political and cultural conditions of central and eastern Europe
--To familiarize students with debates on the origins and outcomes of the two worlds wars
--To understand better the human experience of war and the costs of war
--To improve students’ ability to read secondary and primary historical sources

**Requirements:**
In-class role-playing performances (scenarios):  50%
Write-ups of scenarios:  50%

**Class assignments.**
Each student will select one or more historical personages to research for each half of the semester, one ending with the Versailles settlements (1919-23) and the second with the Nuremberg International Military Tribunals and the founding of the United Nations (1945-46).
See links to documents:
Students should place their historical figures/avatars in their historical contexts and try to understand the positions they took, as well as those they might have considered and rejected.
For example, a student might select Leon Trotsky in his role as negotiator for the Soviet
government in the 1918 peace negotiations at Brest-Litovsk; to prepare for those “negotiations,”
the student should read Trotsky’s memoirs and other related readings from the assigned books
and articles. For other figures, students should consult the list of primary sources and ego-
documents (first-person genres including diaries, memoirs, and correspondence) to learn as
much about their figures and the roles they played in history.

Students will choose either a figure whose career and life spans the two wars or choose two
different figures for WWI and WWII. Although the focus of the course is on Eastern and Central
Europe (including Russia and the Ottoman Empire/Turkey/Middle East), some of the historical
actors who will need to be “performed” will include “western” leaders (Churchill, Roosevelt,
Clemenceau) because their decisions had a great deal to do with the outcomes of the wars
farther east.

Half of the writing assignment will be the memoranda and summaries of the scenarios in which
you will take roles over the semester. At the end of the semester, you should write an essay
summarizing how the actors/characters you “played” illustrated shaped or understand the
relationships between war, revolution, and peace.

First writings, memoranda, will be due a week after scenario, 2-4 pages each. Second essay
assignment will be due on last day of classes, April 5. Essay should be between five and seven
pages, double-spaced, 12 font, 1-inch margin. Your essay should include footnotes and
bibliography. Remember to number each page, but NOT the cover page. Essays should be
typed, double-spaced, footnoted, 5-7 pages.

For advice on how to build footnotes and bibliography, and how to write a history paper in
general, please consult: Mary Lynn Rampolla, *A Pocket Guide To Writing in History*. You are also
strongly advised to visit the AUS Writing Center at http://studentsuccess.asu.edu/writingcenters
You are required to submit two copies, one hardcopy and one electronic version. The hard copy
is due at the beginning of the class. The electronic version should be submitted through
SafeAssignment (on Blackboard) before the beginning of the class. Late essays will be penalized
2 points per day (including weekends). Only extensions granted for documented medical or
family emergencies.

Your grade will be based on your ability to formulate a logical argument and to employ evidence
from the readings and lectures. Papers will also be graded on style (clear and concise writing),
grammar, spelling, and proper academic presentation (format and organization of your paper).
Sloppy writing and sloppy formatting will result in lower grades.

Essays/memoranda are worth 50% of your total grade. It is important that you start working on
your papers as early as possible. Writing is thinking; feel free to discuss your assignment with
me.

YOUR ESSAYS MUST BE YOUR OWN WORK/RESEARCH. PLAGIARISM IS STRICTLY PROHIBITED. THERE ARE SEVERE AND AUTOMATIC SANCTIONS FOR CHEATING INCLUDING BEING REPORTED TO THE DEAN’S OFFICE AND FAILING THE CLASS. For a definition of plagiarism and how to avoid it, see: http://libguides.asu.edu/content.php?pid=122697&sid=1054432

ACADEMIC INTEGRITY. Please consult principles and rules on academic integrity established by
the Provost. https://provost.asu.edu/academicintegrity/students

DISABILITY ACCOMMODATIONS. Students who will require disability accommodations in this
class are encourage to make their requests to me at the beginning of the semester either during
office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential. The DRC is located on the first floor of the Matthews Center Building; staff can be reached at 480-965-1234 (V), 480-965-9000 (TTY). Visit: [www.asu.edu/studentsaffairs/ed/drc](http://www.asu.edu/studentsaffairs/ed/drc)

**Required Texts:**
2) Alexander Watson, *Ring of Steel: Germany and Austria-Hungary in World War I: The People’s War*, Complete by end of Week Seven.


**Grading Chart**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-97%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>D</td>
<td>63-72%</td>
</tr>
<tr>
<td>E</td>
<td>62% and below</td>
</tr>
</tbody>
</table>

Updated: 17 January 2017