

INTL 4770: Simulating World War I

University of Georgia, Department of International Affairs

Course Instructor Information:

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Office: 325 Candler Hall
Office Hours: 1-3pm, Weds.
(or by appointment)

Course Meeting Information:

Spring 2017
Tues./Thurs., 8:00-9:15am
214 Candler Hall
<https://uga.view.usg.edu/>

Course Description:

What major themes and debates dominated the Paris Peace Conference ending World War I? How did the various actors involved negotiate these themes, and what were the final outcomes for each? In this course, we study these questions for both academic and practical reasons, as the main purpose of the course is to design a Reacting to the Past game about the Paris Peace Conference. We begin the course by discussing the Reacting to the Past pedagogy and playing a thoroughly vetted Reacting game: “Rousseau, Burke, and Revolution in France, 1791.” This game gives students exposure to the Reacting world, introducing them to the essential components of Reacting games (e.g., structure, background, assignments, and actors) and offering them insight into the informational needs characters have within the game. With this in mind, we then academically study the Paris Peace Conference ending World War I, as well as the July 1914 crisis that produced it. Finally, students use their knowledge about the Peace Conference to engage in the research required to design and assemble the essential components of a Reacting Game on the Peace Conference.

Course Objectives:

Upon completion of this course, a student should be able to:

- Discuss the themes and debates of the Paris Peace Conference;
- Identify the various actors involved in the Peace Conference and how each negotiated during it;
- Explain how the onset of World War I did/not affect the Peace Conference that ended it;
- Describe “strategic interaction” and its role in the Peace Conference;
- Connect domestic and international politics for each actor at the Peace Conference;
- Identify the main components of Reacting Games;
- Find and evaluate primary source documents;
- Research and write background material, distilling essential details from historical records;

Course Reading Material:

In order for the course to function smoothly, you should complete all assigned readings *before* the class meeting for which they are assigned. Completing these readings (and attending class consistently) will best help students be successful in the course. Students are responsible for all assigned readings, even if the material is not explicitly discussed in the classroom.

The required textbooks for the course are:

- Kates, Gary, and Mark C. Carnes. (2014) *Rousseau, Burke, and Revolution in France, 1791*. New York: Norton.
- Macmillan, Margaret. (2001) *Paris 1919*. New York: Random House.
- Otte, T.G. (2014) *July Crisis: The World's Descent into War, Summer 1914*. Cambridge: Cambridge University Press.
- Rousseau, Jean-Jacques. (1968) *The Social Contract*. New York: Penguin.

Any assigned readings beyond the required textbooks will be made available electronically from the instructor – via the eLearning Commons (eLC) website (log-in using UGA MyID at: <https://uga.view.usg.edu/>). The required textbooks – along with some additional recommended books – are available at the reserve desk of the UGA Library (if the library owns them).

Course Requirements:

The following are the requirements for this course:

1. Participation (20%): Participation grades will be calculated based upon the system outlined under the Course Guidelines section. Generally speaking, those wishing to do well on this component of the course should: a) attend class, b) contribute meaningfully to class discussions (quality and quantity), and c) participate actively during in-class activities. Students should prepare for each class meeting by completing assigned readings, generating questions they have from those readings, and reviewing notes from previous meetings. Note well: you will not do well on participation in this seminar unless you are both *present* and *actively engaged* in our activities and discussions.
2. Midterm Quizzes (30%): There will be eight unscheduled quizzes throughout the semester. I will drop your lowest two quiz scores, so your highest six quiz scores (at 5% each) will determine this component of your grade. Quizzes may include multiple choice, identification, and/or essay questions that cover course material I expect students to know. Students who are not present when a quiz is administered will receive a score of 0 on that quiz.
3. Reacting Game (20%; see below for weighting): Students will participate in a Reacting Game at the beginning of the semester. During this activity, students are expected to:
 - a. Contribute actively to the exercise, including the giving of in-character extemporaneous and prepared speeches (part of participation). Evaluations will be based on instructor observation, supplemented by solicited feedback from the other students in the class (to address contributions outside the classroom and/or within teams).
 - b. Complete written assignments per their assigned character roles (20%): Each student will receive a role sheet for the character they will play in the Reacting game. These role sheets explain the assignments that students will write during the game. Because the format of these assignments varies from character-to-character, students should consult the instructor and their role sheet for more information on their exact assignment's requirements. Over the course of the game, students should produce about 5-7 pages of *researched* writing, in addition to any *researched* prepared speeches they wish to give. (Note: the writing assignments can serve as the foundation for prepared speech remarks!)
4. Research/Writing Assignments (30%; 10% for incremental process/progress, 20% on final product): Students will research and write a 7-10 page character background sheet for one of the actors involved in the Paris Peace Conference. This assignment will adhere to the schedule below.
 - a. Selection of character: Students will select a character in class on February 21.
 - b. Annotated bibliography/outline: Students will complete a draft of their character sheet, as well as an annotated bibliography, in preparation for the final version. This is due April 4.
 - i. An annotated bibliography consists of a list of works (books and journal articles) that the student has found, reviewed, and determined will inform their character's background/role paper – along with a few sentences for each source on what information it contributes. Students may also (note: not instead of) submit a list of websites that future participants could examine to get more information on their character. These websites must be reputable, and the student should justify the inclusion of any websites submitted. Wikipedia, blogs, encyclopedia entries, and so on, are not considered valid websites to include.
 - ii. The draft paper shows a preliminary version of the assigned character's background/role sheet. This is not a final draft, so it is acceptable for the student to have a sketch/outline of parts of this paper; however, it is better to be as close as possible to a full working draft, as this is the student's opportunity to get feedback

before the final paper is due. Students who provide insufficient research or mostly outlines at this stage will not score highly on the process component of their grade.

- c. Final paper: The final draft of the assigned character's background/role paper is due by Thursday, May 4, 2017 before 11:00am in hard-copy form to 325 Candler Hall.

Students are encouraged to consult the instructor on all research/writing assignments throughout the semester. Please note that students may not work together on assignments unless given explicit permission to do so by the instructor.

Course Guidelines:

The following guidelines govern the requirements for this course:

1. Students are expected to read the assigned course material, attend all class meetings, and participate actively within in-class activities and discussions. There is no "extra credit" to make up for low participation.
2. Unless during the Reacting game sessions (which follow their own format; see game book), the class will follow a seminar (i.e., discussion), rather than lecture-based format (although lectures will be used when appropriate). Each class will involve a discussion of the readings assigned for that day (or activities derived from them). Students can gain or lose points during these discussions. To gain points, you must make a positive contribution to the class – such as comments that *meaningfully* criticize or challenge, request clarification of, extend, or react to assigned readings. To lose points, you need only not participate and/or fail to be prepared to contribute if/when called upon. At the end of the semester, your participation grade will be calculated based on the total number of points you have earned; these convert to grades according to the following scheme: 14+ (A), 10-13 (B), 6-9 (C), 4-5 (D), and less than 4 (F).

I will always allow volunteers to contribute to discussion first, and I prefer to rely upon a voluntary system. If no volunteers are available, however, I will randomly call upon people. Each person will be assigned a number during the first week of the course, and this number corresponds to a poker chip in a bowl. If your chip is drawn, you must answer the question raised. You may pass *once* (in total) in the event you are unprepared or absent for that specific question. After this free pass, I will deduct one point from your total participation score if you are unprepared or absent to answer a question for which your chip is drawn. [Note: chips always return to the bowl after being drawn, so you may be called upon *more than once within a class period*.]

Students may earn a total of one point per class meeting (though they might lose up to one point as well). The instructor's recorded point total will be final at semester's end; it is not subject to negotiation at grading time. In other words, *plan to participate early and often*.

I use this system to incentivize you to complete the readings. Our discussions will rely upon them, as will the quizzes and assignments. It is therefore to your benefit to complete the readings.

3. Students who are unable to attend a class meeting are responsible for obtaining the notes for that meeting from another student. The instructor will not provide lecture slides or notes for class meetings.
4. Assignments and papers are due on the dates given at the *beginning* of the regular class period. A late paper will be penalized one full letter grade (10 percentage points) for the first day it is late, as well as an additional letter grade (10 percentage points) for each additional day it is late. After 5 days, assignments can be turned in for half-credit until the final class meeting (April 25, 2017 at 8:00am). After this final deadline, the instructor will assign a score of 0 for any outstanding assignments.

Note that I will not accept excuses (for example, broken printers) to justify missing deadlines. It is also not appropriate to come to class significantly late on the dates on which papers are due; papers turned in after the beginning of class may be penalized.

5. Failure to take a quiz will result in a failing grade (of 0) for that quiz. Make-up quizzes will not be offered, except under extenuating circumstances (i.e., documented, emergency situations). Students are therefore advised to attend all class meetings and to complete all quizzes. All make-up quizzes (if granted) will be administered during our final exam period on Thursday, May 4, 2017 (8-11am).
6. Students are advised to keep class notes, graded papers, and copies of submitted work until final grades are distributed. Every effort will be made to ensure that assignments and exams are graded timely, fairly, and objectively. If during the course of the semester, you believe that you received an inaccurate grade, you may submit a written memo to the instructor, along with the graded paper in question. This memo must be submitted within two weeks of receiving the graded assignment. The instructor will then read the memo, re-read the paper, and assign a new grade. The new grade may be lower, the same as, or higher than the original grade and will not be subject to additional appeal under this policy.
7. Everyone should have a favorite muppet. This has nothing to do with the course; it is just something that makes life more enjoyable. If you can work your muppet into quiz answers, that is even better. (Muppets often don't like appearing in research papers, except in footnotes.)
8. In order to foster a respectful learning environment, students are expected:
 - a. to use language that does not insult others or their point of view;
 - b. to keep cell phones *turned off and put away* during class; and
 - c. *not to use laptops* during the class, unless the instructor informs you that they are needed for a classroom exercise. (If, however, you require special accommodations, please provide documentation from the Disability Resource Center.)

Any student that does not follow these parameters may be asked to leave the class meeting so as not to affect other students' learning. Those that violate the provision more than once may be administratively dropped from the course.

9. It is the policy and practice of the University of Georgia to create an inclusive learning environment. Students requiring accommodations should discuss such matters with the instructor at the outset of the course. Students requesting accommodations must register with the Disability Resource Center on campus (706-542-8719, <http://www.drc.uga.edu>).
10. Any exceptions or modifications to the above rules (or syllabus) are given at the instructor's discretion, only with prior approval and only under instances of extreme emergency or serious illness. Appropriate documentation must be supplied by the student in any event of exception. (NOTE: In the case of illness, "appropriate documentation" means a doctor's note indicating an illness, rather than a medical visit verification form. Please schedule routine medical visits around the course schedule.)

Grade Distribution

A	93.00-100.00	C	73.00-76.99
A-	90.00-92.99	C-	70.00-72.99
B+	87.00-89.99	D+	67.00-69.99
B	83.00-86.99	D	63.00-66.99
B-	80.00-82.99	D-	60.00-62.99
C+	77.00-79.99	F	Below 60.00

NOTE: Any student that does not attend the first two course meetings will be administrative dropped from the course to make room for students that wish to enroll.

Academic Dishonesty:

As a University of Georgia student, you have agreed to follow the University's academic honesty policy ("A Culture of Honesty") and the Student Honor Code. All academic work must meet the standards contained in "A Culture of Honesty" (including policies that cover plagiarism and unauthorized assistance; for more information, see <http://www.uga.edu/honesty>). Students are responsible for informing themselves about these standards before performing and submitting any academic work and may direct specific questions they have regarding the policy (or its application to course assignments) to the instructor. Please note that all suspected violations of this policy will be handled according to the guidelines set forth within the policy.

Schedule/Topics:

The following pages contain a general plan for the course; deviations announced to the class by the instructor may be necessary (in order to best meet the needs of the students and course). All readings are required unless otherwise noted. Students should read/know required material by the date listed, at which time we will discuss the scheduled topic in class.

Note: If the schedule changes, the instructor will announce (in class) the dates on which topics will be covered as the course progresses. The exact schedule depends upon the speed with which the course moves.

- I. Introduction to Course, Reacting, and the French Revolution (January 5)
 - a. *Recommended:* Begin reading the Reacting game book.

- II. Reacting to the Past: French Revolution
 - a. Set-Up
 - i. Ideas: Enlightenment to Rousseau (January 10)
 1. Game book, pp. 19-43, 88-107 (skim also prologue/game rules)
 - ii. The Revolution Begins (January 12)
 1. Game book, pp. 19-43*, 108-120
 - a. *You've read (some of) this previously, so might work ahead.
 - iii. Rousseau, *Rights of Man*, and Burke (January 17)
 1. Rousseau's *Social Contract*
 2. Game book, pp. 120-123, 145-167
 - iv. Preparing the National Assembly (January 19)
 1. Individual Role Sheet
 2. Game book, pp. 49-66, 69-84*
 - a. *You've skimmed this previously
 3. **DUE: French revolution quiz due**
 - b. Game play
 - i. Session 1 (January 24)
 1. Research/game book/handouts as needed
 2. Consider especially: game book, pp. 117-120, 125-126, 128-136*
 3. **First newspaper issues due**
 - ii. Session 2 (January 26)
 1. Research/game book/handouts as needed
 2. Consider especially: game book, pp. 128, 136-145
 - iii. Session 3 (January 31)
 1. Research/game book/handouts as needed
 2. **Second newspaper issues due**

- iv. Session 4 (February 2)
 - 1. Research/game book/handouts as needed
 - 2. Consider especially: game book, pp., 120-123, 126-127
- v. Session 5 (February 7)
 - 1. Research/game book/handouts as needed
 - 2. Consider especially Rousseau & Burke
 - 3. **Third newspaper issues due**
- vi. Session 6 (February 9)
 - 1. Research/game book/handouts as needed
- c. Debrief
 - i. Game Events and the Historical Aftermath (February 14)
 - 1. “What Really Happened after July 1, 1791”
 - 2. **All outstanding writing assignments for game due**
 - ii. Designing a Game (February 16 & 21)
 - 1. Necessary Pieces & the Instructor’s View
 - a. Proctor, *Game Designer’s Handbook*, pp. 15-23, 41-61, 63-83
 - 2. The Instructor’s View
 - a. Instructors Game Book
 - i. Focus on: pp. 1-8, 13-19
 - ii. Skim: Remainder and additional resources
 - iii. Activity: What didn’t you realize?
 - b. Finding primary documents and academic research
 - 3. **Character selection for research/writing project**

III. The Paris Peace Conference

- a. Reading Day (February 23; Dr. Owsiak at a conference)
- b. Preparations for the conference (February 28)
 - i. Macmillan, Ch. 1-6 (pp. 3-82)
- c. What to Build (March 2)
 - i. Macmillan, Ch. 7-10 (pp. 83-135)
- d. Balkans & German Issue (March 14)
 - i. Macmillan, Ch. 11-16 (pp. 136-203)
- e. East/West (March 16)
 - i. Macmillan, Ch. 17-20 (pp. 207-270)
- f. Asia (March 21)
 - i. Macmillan, Ch. 21-24 (pp. 274-344)
- g. Middle East (March 23)
 - i. Macmillan, Ch. 25-26 (pp. 347-380)
- h. Middle East II (March 28)
 - i. Macmillan, Ch. 27-29 (pp. 381-455)
- i. Conclusion (March 30)
 - i. Macmillan, Ch. 30 & Conclusion (pp. 459-494)

- j. Writing workshop day (April 4)
 - i. **Draft/outline character research paper due**
 - ii. **Annotated bibliography required**

IV. The July 1914 Crisis

- a. Assassination and Aftermath (April 6)
 - i. Otte, Ch. 2 (pp. 39-102)
 - ii. *Optional*: Otte, Intro & Ch. 1
- b. Diplomats v. Civilians (April 11)
 - i. Otte, Ch. 3 (pp. 102-173)
- c. Attempts to Localize (April 13)
 - i. Otte, Ch. 4 (pp. 173-221)
- d. An Ultimatum (April 18)
 - i. Otte, Ch. 5 (pp. 222-285)
- e. Attempts to Localize Again (April 20)
 - i. Otte, Ch. 6 (pp. 302-360)
- f. Escalation (April 25)
 - i. Otte, Ch. 7 (pp. 371-449)

V. **Final character research papers due Thurs. May 4, 2017 before 11am. Hard copy to 325 Candler.**