

UNIVERSITY OF CALGARY
Department of History

HTST 593

Versailles and its legacy

Tuesdays, 3:30 to 6:15 p.m.
Winter 2018

Instructor:

Dr. Denis Clark

Office: SS 642

403-220-3066

jdennis.clark@ucalgary.ca

Office hours: TBA

or by appointment

Course Description

On June 28, 1919, in the Hall of Mirrors at the Palace of Versailles, dozens of world leaders signed a treaty that they hoped would bring lasting world peace. In nearly a century since the signing of the Treaty of Versailles, many conflicts that the Paris peacemakers sought to prevent have broken out anyway. Other issues or peoples that the peacemakers ignored have since come to the fore. In this course, students will look closely at how the peacemakers tried to solve the world's problems after World War I and what became of these efforts.



Map of the Sykes-Picot agreement to partition the Ottoman Empire after the First World War (1916)

The first part of the course is intended to introduce students to the Paris peacemakers and the key issues on which they focused. The conference had global and all-encompassing aims, but some historians have argued that there was only so much the peacemakers could do in practice, and there were many topics, especially non-Western ones like the future of the Middle East, to which they paid little attention. The second part of the course will examine some of these overlooked issues and the legacy of the peacemakers' efforts. Students will also have the opportunity to choose some of the topics for class discussion and the topic for their research paper based on interest. Thus, the course will not be restricted to the material on which the postwar peacemakers focused.

Goals for student learning are:

1. To become familiar with the events, people, discoveries, movements, and ideas in the world after 1918.
2. To advance reading, writing, and oral communication skills, with special focus on analysis and argumentation.
3. To situate events and developments in historical context and doing critical analysis of primary and secondary sources.

Assignments overview

Class participation – 30%

Discussion – in small groups and as a class – is central to learning in this course. Students will be assessed on their attendance and on the quality of their contributions. Each student gets one excused absence with no questions asked (or can drop their lowest participation mark). Any other absences will only be excused with a doctor's note or evidence of team/university involvement.

Leading class discussion and historiographical overview - 15%

Each student will lead the discussion on the readings once during the term. The student will prepare a 10-minute presentation, overview, or other opening exercise to begin the class and then lead discussion on the readings. The student will also submit a 750-word historiographical overview on the topic to the instructor by the beginning of the class they are to lead.

Mock Paris Peace Conference – 25%

As a class, we will re-enact a plenary session of the Paris Peace Conference on March 13. Working in pairs or groups of three, students will choose a delegation to the Paris Peace Conference that they wish to represent. (This can also be a delegation that wished to attend the conference but was unable to do so.) Depending on numbers and student interest, one student can also serve as the session chairperson. The topics to be discussed in the mock plenary session will be pre-circulated. Each group will also submit a written overview of the delegation, including its composition and its positions on key issues, at the beginning of class. This should be at least five pages excluding the bibliography.

Paper(s) – 30%

Students will prepare **either** three five-page essays **or** one 15-page research essay. All submissions must be in to D2L by 11:59 p.m. on Friday, April 13, the last day of classes. More information will be available in class.

Assignment submission

Extensions will not be granted within 24 hours of the due date, unless in exceptional circumstances. Late assignments will be penalized one-third of a letter grade per day, including weekends. All written assignments must be completed to pass the course.

Required course texts

MacMillan, Margaret, *Paris 1919: Six Months That Changed the World* (New York: Random House, 2003) (or any other edition).

Manela, Erez, *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism* (Oxford: Oxford University Press, 2007).

Sharp, Alan, *Consequences of Peace: The Versailles Settlement: Aftermath and Legacy* (London: Haus, 2010).

Course schedule:

The first part of each class will begin with a class discussion, usually led by one or two students, of issues raised in the readings. In the second part of the class, students will discuss primary sources related to the day's topic in small groups. In later classes, there will be time near the end of the class for each 'delegation' to prepare its materials.

About the readings: readings from MacMillan are generally listed to provide an introduction to and overview of the debate at the peace conference. The only exception to this is in Week 2, when we will focus on reviewing MacMillan's book. All other required readings are available through the Library website. Further readings are given for interest's sake and also as a guide for the student introducing the topic for the class.

Order and topics are subject to change with advance notice from the instructor.

1. Introduction (Jan. 9)

2. Paris, 1919: a day in the life (Jan. 16)

MacMillan, chapters 2-5, 12, 21

Read one day of the conference proceedings from *FRUS* or Mantoux

Further reading:

Marks, Sally, 'Behind the Scenes at the Paris Peace Conference of 1919', *The Journal of British Studies*, 9 (1970), 154–80.

Marston, F.S., *The Peace Conference of 1919: Organization and Procedure* (London: Oxford University Press, 1944).

Nicolson, Harold, *Peacemaking, 1919* (London: Constable, 1945) (or any other edition)

Sharp, *Consequences*, chapter 1.

Sharp, Alan, 'Some Relevant Historians – the Political Intelligence Department of the Foreign Office, 1918-1920', *Australian Journal of Politics and History*, 34 (1988), 359–68.

3. The Wilsonian Moment (Jan. 23)

MacMillan, introduction and chapter 1 (and chapter 7)

Manela, introduction and part 1 (chapters 1-3)

Further reading:

Ambrosius, Lloyd E., 'Wilson, the Republicans, and French Security after World War I', *The Journal of American History*, 59 (1972), 341–352.

———, 'Legacy and Reputation', in *A Companion to Woodrow Wilson*, ed. by Ross A. Kennedy (New York: Wiley-Blackwell, 2013), pp. 569–87.

Sharp, chapter 6.

Wertheim, Stephen, 'The League That Wasn't: American Designs for a Legalist-Sanctionist League of Nations and the Intellectual Origins of International Organization, 1914–1920', *Diplomatic History*, 35 (2011), 797–836.

4. What to do with Germany: The reparations debate (Jan. 30)

MacMillan, part 4 (chapters 13-16): The German Issue and chapter 30.

Keynes, John Maynard, *The Economic Consequences of the Peace* (New York: Harcourt, Brace and Howe, 1920), pp. 103-210 (skim).

Lentin, Antony, 'Maynard Keynes and the "Bamboozlement" of Woodrow Wilson: What Really Happened at Paris? (Wilson, Lloyd George, Pensions and Pre-Armistice Agreement)', *Diplomacy & Statecraft*, 15.4 (2004), 725-763.

Trachtenberg, Marc, 'Reparation at the Paris Peace Conference', *The Journal of Modern History*, 51.1 (1979), 24-55.

Further reading:

The Journal of Modern History, 51.1 (1979), articles by McDougall, comments by Wright, Schwabe, McDougall, and Trachtenberg

Lentin, Antony, 'Lord Cunliffe, Lloyd George, Reparations and Reputations at the Paris Peace Conference, 1919', *Diplomacy & Statecraft*, 10 (1999), 50-86.

Marks, Sally, 'Mistakes and Myths: The Allies, Germany, and the Versailles Treaty, 1918-1921', *The Journal of Modern History*, 85 (2013), 632-59.

Schuker, Stephen A., 'J.M. Keynes and the Personal Politics of Reparations: Part 1', *Diplomacy & Statecraft*, 25 (2014), 453-71.

Schwabe, Klaus, *Woodrow Wilson, Revolutionary Germany, and Peacemaking, 1918-1919: Missionary Diplomacy and the Realities of Power*, trans. by Rita and Robert Kimber (Chapel Hill: University of North Carolina Press, 1985).

Trachtenberg, Marc, *Reparation in World Politics: France and European Economic Diplomacy, 1916-1923* (New York: Columbia University Press, 1980), pp. 1-97.

5. Nation-states and minority populations: the Polish case (Feb. 6)

MacMillan, chapter 17

Chernev, Borislav, 'The Brest-Litovsk Moment: Self-Determination Discourse in Eastern Europe before Wilsonianism', *Diplomacy & Statecraft*, 22 (2011), 369-87.

Hunczak, Taras, 'Sir Lewis Namier and the Struggle for Eastern Galicia, 1918-1920', *Harvard Ukrainian Studies*, 1 (1977), 198-210.

Levene, Mark, 'Nationalism and Its Alternatives in the International Arena: The Jewish Question at Paris, 1919', *Journal of Contemporary History*, 28 (1993), 511-31.

Weitz, Eric, 'From the Vienna to the Paris System: International Politics and the Entangled Histories of Human Rights, Forced Deportations, and Civilizing Missions', *The American Historical Review*, 113 (2008), 1313-43.

Further reading:

Moorhouse, Roger, "'The Sore That Would Never Heal': The Genesis of the Polish Corridor", *Diplomacy & Statecraft*, 16 (2005), 603-613

Oberdörfer, Lutz, 'The Danzig Question in British Foreign Policy, 1918-1920', *Diplomacy & Statecraft*, 15 (2004), 573-92

Lynch, Allen, 'Woodrow Wilson and the Principle of "National Self-Determination": A Reconsideration', *Review of International Studies*, 28 (2002), 419-36

Sharp, chapter 4

Sluga, Glenda, 'What Is National Self-Determination? Nationality and Psychology during the Apogee of Nationalism', *Nations and Nationalism*, 11 (2005), 1–20

Wandycz, Piotr S., *France and Her Eastern Allies, 1919-1925: French-Czechoslovak-Polish Relations from the Paris Peace Conference to Locarno* (Minneapolis: University of Minnesota Press, 1962), pp. 29-48, 104-131.

6. Russia, intervention, and anti-Bolshevism (Feb. 13)

MacMillan, chapter 6

Mayer, Arno J., *Politics and Diplomacy of Peacemaking: Containment and Counterrevolution at Versailles, 1918-1919* (New York: Vintage Books, 1969), prologue – **on reserve at TFDL**

Debo, Richard K., *Survival and Consolidation: The Foreign Policy of Soviet Russia, 1918-1921* (Montreal; London: McGill-Queen's University Press, 1992), pp. 71-84.

Foglesong, David S., 'The United States, Self-Determination and the Struggle against Bolshevism in the Eastern Baltic Region, 1918–1920', *Journal of Baltic Studies*, 26 (1995), 107–44

Lundgreen-Nielsen, Kay, 'The Mayer Thesis Reconsidered: The Poles and the Paris Peace Conference, 1919', *The International History Review*, 7 (1985), 68–102

Further reading:

Carley, Michael Jabara, *Revolution and Intervention: The French Government and the Russian Civil War, 1917-1919* (Kingston: McGill-Queen's University Press, 1983)

Debo, Richard K., *Survival and Consolidation: The Foreign Policy of Soviet Russia, 1918-1921* (Montreal; London: McGill-Queen's University Press, 1992), pp. 1-70.

Foglesong, David S., *The American Mission and the 'Evil Empire': The Crusade for a 'Free Russia' Since 1881* (New York: Cambridge University Press, 2007), chapter 2.

Killen, Linda, 'Self-determination vs. Territorial Integrity: Conflict within the American Delegation at Paris over Wilsonian Policy toward the Russian Borderlands', *Nationalities Papers*, 10 (1982), 65–78.

Ullman, Richard H., *Anglo-Soviet Relations, 1917-1921, volume 3*, 3 vols (Princeton; London: Princeton University Press; Oxford University Press, 1961)

Feb. 20: No class – mid-term break!

7. The conference's blind spots, part I (Feb. 27)

- In Manela, read the chapters that focus on at least two of the four countries that he focuses on: Egypt, China, India, and Korea

8. Student-led content – the postwar world (Mar. 6)

- In the first weeks of class, students will choose what they would like to focus on for these classes from the many other topics that the postwar peace conferences either discussed or omitted. I will present the list of possibilities in week 1, and once students have chosen the topics, I will set out the readings accordingly.

9. Mock Paris Peace Conference/memoirs of the participants (Mar. 13)

- We will hold the mock Paris Peace Conference in the first half of class. In the second half of class, we will discuss memoirs of the conference from your research. In addition, we'll make reference to the two most significant accounts of the conference (quasi-memoirs) that are based on personal experience: Keynes' *Economic Consequences of the Peace* and Nicolson's *Peacemaking 1919*.

10. Student-led content – the postwar world (Mar. 20)

11. Re-evaluating the League of Nations (Mar. 27)

MacMillan, chapter 7

Sharp, chapter 3

Clavin, Patricia, and Jens-Wilhelm Wessels, 'Transnationalism and the League of Nations: Understanding the Work of Its Economic and Financial Organisation', *Contemporary European History*, 14 (2005), 465–92

Pedersen, Susan, 'Back to the League of Nations', *The American Historical Review*, 112 (2007), 1091–1117

Pedersen, *The Guardians: The League of Nations and the Crisis of Empire* (Oxford; New York: Oxford University Press, 2015), introduction

Further reading:

Clavin, Patricia, *Securing the World Economy: The Reinvention of the League of Nations, 1920-1946* (Oxford: Oxford University Press, 2013), introduction, chapter 1, conclusion

———, 'The Austrian Hunger Crisis and the Genesis of International Organization after the First World War', *International Affairs*, 90 (2014), 265–78

Pedersen, *The Guardians*, chapter 3.

Sharp, chapter 5.

Wertheim, Stephen, 'The League That Wasn't: American Designs for a Legalist-Sanctionist League of Nations and the Intellectual Origins of International Organization, 1914–1920', *Diplomatic History*, 35 (2011), 797–836

12. Student-led content: legacies of the peace conferences (Apr. 3)

- In the first weeks of class, students will choose what elements of the peace conference's legacies on which they would like to focus. I will present the list of possibilities in week 1, and once students have chosen the topics, I will set out the readings accordingly.

13. Did the Treaty of Versailles cause the Second World War? (Apr. 10)

MacMillan, conclusion

Manela, conclusion

Sharp, introduction, chapter 2, conclusion

For an alternate view, read some of at least one of these works for the main arguments:

- Andelman, David, *A Shattered Peace: Versailles 1919 and the Price We Pay Today* (Hoboken, N.J.: J. Wiley, 2008)
- Lentin, Antony, *Lloyd George and the Lost Peace: From Versailles to Hitler, 1919-1940* (New York: Palgrave, 2001)

Further reading:

Marks, Sally, 'Mistakes and Myths: The Allies, Germany, and the Versailles Treaty, 1918–1921', *The Journal of Modern History*, 85 (2013), 632–59

Schuker, Stephen A., 'J.M. Keynes and the Personal Politics of Reparations: Part 1', *Diplomacy & Statecraft*, 25 (2014), 453–71 **and** 'Part 2', *Diplomacy & Statecraft*, 25 (2014), 579–91

Steiner, Zara S., *The Lights That Failed: European International History 1919-1933* (Oxford: Oxford University Press, 2005)

———, *The Triumph of the Dark: European International History, 1933-1939* (Oxford; New York: Oxford University Press, 2011)

Important Departmental, Faculty, and University Information

Department Twitter @ucalgaryhist

Faculty of Arts Program Advising and Student Information Resources:

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness

(grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: **1) course name and number, 2) instructor, 3) your name and 4) your student number**. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	

Percentage	Letter Grade	Grade Point Value	Description
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook* (http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf), plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Universal Student Ratings of Instruction (USRI):

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI surveys.

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Campus Resources for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Other Useful Information:

- Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.

- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

Winter 2018