HIST-UA 9565001 America During and After World War I: An Exploration of the U.S.’s Role in This Global Conflict and How It Changed This Nation Forever

Fall 2015
Wednesdays 6:15pm–9:15pm

Prerequisites

n/a

Class Description

World War I--originally known as the World War and, later, the Great War, because of the number of nations and men involved as well as its destructive power--changed the course of history forever. More than 16 million died, nearly 7 million of them civilians. Another 21 million were wounded and vast stretches of land were contaminated and laid to waste. The map of the world was nearly unrecognizable in its aftermath. Rather than being the war to end all wars it produced the conditions for a far more destructive global conflict some 20 years after its conclusion. America would emerge from the war as the most powerful nation on earth but one unable to shape the peace that President Woodrow Wilson so vainly had sought to shape.

This course will explore the forces leading to America’s involvement in World War I and the tensions it brought to the surface, including those between isolationism and interventionism, national security and personal freedom, labor and capital, women and men, and whites and blacks. After the war some of these tensions would erupt into deadly violence and organized movements around race, ethnicity, and immigration among others. The course will rely on a variety of resources, including historical texts, novels, diaries, poems, art, and films along with possible tours of museum exhibitions to give this important episode in the nation’s and the world’s history the relevance and resonance it deserves.
**Desired Outcomes**

1. That students understand the significance of WWI at the time of occurrence and that of its legacy long after.
2. That students grasp the ways in which historians apprehend knowledge of the past through research, theoretical and methodological application, interpretation of evidence, and the written, aural, and visual representation of the past and its lessons for the present and future.
3. To think and write substantively and critically about primary and secondary evidence and to construct a coherent and compelling presentation of findings.
4. To understand why and how wars are fought and how national, ethnic, racial, and gendered forces shape the conflicts themselves and their meaning during and after.

**Assessment Components**

*Mini-review essays* (3 at 20% each)
Based on the required reading, these are to be 4-6 pages in length (no more than 6, double spaced, 12 font). Letter grades will be assigned. They will be evaluated on style, grammar, content, and analysis. The components are:
1. Synopsis of readings
2. Discussion of strengths and weaknesses
3. Analysis of methods, approach, and style (Since you will be exposed to filmic treatments of historical events, please know that both written history and history in images shape facts and employ interpretation in the telling of stories. This attention to method should be about how, why, and to what effect each goes about its work.)
4. Comparison and/or contrast of two or more works.
5. How the works inform each other.

*Class discussion* (15%)
Students are expected to attend all classes and contribute meaningfully to class discussions as evidence of apprehension and comprehension of the materials. Should I detect that attention to reading assignments is unsatisfactory, I will consider informal response papers and/or pop quizzes. I hope that neither is necessary.

*Take Home Exam* (25%)

Failure to submit or fulfill any required course component results in failure of the class.
Assessment Expectations

Grade A: The student makes excellent use of empirical and theoretical material and offers well-structured arguments in his/her work. The student writes comprehensive essays / exam questions and his/her work shows strong evidence of critical thought and extensive reading.

Grade B: The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.

Grade C: The work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.

Grade D: The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.

Grade F: The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.

Grade conversion

NYU Washington, DC uses the following scale of numerical equivalents to letter grades:

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<tr>
<th>Numerical Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>100-94</td>
<td>A</td>
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<tr>
<td>93-90</td>
<td>A-</td>
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<td>89-87</td>
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<td>86-84</td>
<td>B</td>
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<td>83-80</td>
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<td>79-77</td>
<td>C+</td>
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<td>76-74</td>
<td>C</td>
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<td>73-70</td>
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<td>69-67</td>
<td>D+</td>
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<td>65-66</td>
<td>D</td>
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<td>below 65</td>
<td>F</td>
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Attendance Policy

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic experience, class attendance at the**
centers is mandatory, and unexcused absences will affect students' semester grades. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure. At all Global Academic Centers, unexcused absences will be penalized with a two percent deduction from the student’s final course grade.

To seek an excused absence for medical reasons, students must email or discuss with the Academic Program Coordinator in advance of their missed class. For an excused absence, students must produce a doctor’s note dated with the exact dates of the missed class and/or exam.

Non-medical absences must be discussed with the Academic Program Coordinator prior to the date(s) in question, who will communicate the absence to all relevant faculty members. If faculty members do receive notification, the student has not procured an excused absence.

NYU Washington, DC expects students to arrive to class promptly (both at the beginning and after any breaks), to be attentive, and to remain for the duration of the class. If full class attendance and participation becomes a problem, it is the prerogative of each instructor to apply the rule for unexcused absences, which may include a two percent deduction from the student’s final course grade.

Students are responsible for making up any work missed due to absence. This means they should initiate email and/or office hour discussions to discuss any missed lectures and assignments and arrange a timeline for submitting missed work.

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at the announced meeting point in a punctual and timely fashion. Staff members may always be reached by cell phone for advice regarding public transportation.

**Late Submission of Work**

1) Written work due in class must be submitted during the class time to the professor.

2) Late work should be emailed to the faculty as soon as it is completed. (If the assignment must be submitted in person, the Academic Program Coordinator can collect on behalf of the faculty between the hours of 9–5, M–F.)

3) Late work will be reduced for a fraction of a letter grade (e.g., A to A-, A- to B+, etc.) for every day it is late, including weekends.

4) Written work during the semester that is submitted 5 days after the submission date (including weekends) without an agreed extension fails and is given a zero.
5) Students who arrive to class late for an exam do not have automatic approval to take extra time to complete the exam.

6) Students who miss an exam (including the final) without previously arranged permission will receive a zero on that exam.

7) Assignments due during finals week that are submitted more than 3 days without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.

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**Students with Disabilities**

Accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at +1-212-998-4980 or see their website (http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html) for further information.

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**Plagiarism Policy**

As the University's policy on "Academic Integrity for Students at NYU" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." **Students at Global Academic Centers must follow the University and school policies.**

The presentation of another person’s words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

NYU Washington, DC takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. All your written work must be submitted as a hard copy AND in electronic form to the instructor. Your instructor may ask you to sign a declaration of authorship form.

It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of
procedures and sanctions, and resources to support proper citation, please see:

http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html

http://gls.nyu.edu/page/gls.academicintegrity

http://cas.nyu.edu/page/academicintegrity


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<th>Religious Observances</th>
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<td>Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday.</td>
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<tr>
<td>Students must notify their professor and the Office of Academic Support in writing via email at least one week in advance before being absent for this purpose.</td>
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<th>Required Text(s)</th>
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<tr>
<td>David M. Kennedy, <em>Over Here: The First World War and American Society</em></td>
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<td>Humphrey Cobb, <em>Paths of Glory</em></td>
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<th>Supplemental Texts(s) (i.e., not required for purchase)</th>
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<td>N/A (additional readings would be included in NYU Classes)</td>
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<th>Internet Research Guidelines</th>
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<th>Additional Required Equipment</th>
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Session 1 – Wednesday, September 2, 2015

Introduction. Why study WWI? What caused the War? Who were the major players?

Readings (*are always to be done before the class session in which they’re listed*):
Jennifer Keene, “Why World War I Matters in American History” (to be posted) and/or Roger Chickering, “Why Are We Still Interested in this Old War” (to be posted);
Keir A. Lieber, “A New History of World War I”.

Assignment: Discussion

Session 2 – Wednesday, September 9, 2015

America Before and During the War in Europe

Readings:
Kennedy, Front Matter and Intro to p.44;
Samuel Williamson and Ernest R. May, “An Identity of Opinion, July 14”;
David S. Patterson, “Peace Movements in America”;
Christopher McKnight Nichols, “Rethinking Randolph Bourne’s Trans-National America”.

Assignment: Discussion

Session 3 – Wednesday, September 16, 2015

How the War Was Fought and with What

Readings:
Kennedy, Ch. 1, “The War for the American Mind”;
Hew Strachan, “Breaking the Deadlock”;
Gilbert F. Whittemore, “WWI, Poison Gas Research, and American Chemists”;
Paul A. C. Koistinen, “The Industrial-Military Complex in Historical Perspective: WWI”.

Assignment: Discussion

Session 4 – Wednesday, September 23, 2015

American Entry

Readings:
Kennedy, Ch. 2, “The Political Economy of War”;  
Frank Trommler, “The Lusitania Effect”;  
Malbone W. Graham, “Neutrality and the War”;  
Harriet Hyman Alonzo, “Suffragists-Pacifists versus the Great War, 1914-1919” from Peace as a Women’s Issue (To be posted)

Assignment: Discussion

**Session 5 – Wednesday, September 30, 2015**

**Site visit and class led by Dr. Allison Finkelstein of the American Battle Monuments Commission on Women and the War**

Please arrive at the classroom promptly at 6:15pm (or earlier if possible). From there, Dr. Finkelstein will escort you to the First Division Memorial and the Red Cross Building.

Reading:  
Kennedy, “You’re in the Army Now”;  
Susan Kerr Chandler, “That Biting, Stinging Thing Which Ever Shadows Us’: African-American Social Workers in France during World War I”;  

Assignment: Essay on readings for this week directly above due by the start of class via e-mail.

**Session 6 – Wednesday, October 7, 2015**

Fiction Imitating Life: *Paths of Glory* the Novel and Film

Reading:  
Humphrey Cobb, *Paths of Glory* (including all frontal and back matter) and *Paths of Glory* film (link provided in NYU Classes);  
Jackson Burgess, “The ‘Anti-Militarism’ of Stanley Kubrick”

Assignment: Discussion of reading and film.

**Session 7 – Wednesday, October 14, 2015**

Guest Lecturer, Mitchell Yockelson of the National Archives will discuss his book *Borrowed Soldiers: Americans under British Command* in addition to his former role as an archivist and now an investigator.
Readings:
Kennedy, Over There and Back;
Yockelson, Front matter to 20, 92-106, 169-189, and 209-228 (to be posted);

Assignment: Discussion of the above and review essay on Cobb’s novel, Kubrick’s film, and Burgess’ essay due at the start of class.

Session 8 – Wednesday, October 21, 2015

Blacks at Home and Abroad

Reading:
William Jordan, ”‘The Damnable Dilemma’: African-American Accommodation and Protest during World War I”;
Matthew Pratt Guterl, “The New Race Consciousness: Race, Nation, and Empire in American Culture, 1910-1925”;
Thabiti Asukile, “J.A. Rogers’ ‘Jazz at Home’: Afro-American Jazz in Paris During the Jazz Age”;
Sammons and Morrow, “‘The Battle of Henry Johnson’ and Neadom Roberts” in Harlem’s Rattlers and the Great War (to be posted)

Assignment: Discussion

Session 9 – Wednesday, October 28, 2015

Guest Lecture by Dr. Anne Monahan on the War Art of Horace Pippin

Reading:
Anne Monahan, “Witness: History, Memory, and Authenticity in the Art of Horace Pippin,” in Horace Pippin: The Way I See It (to be posted);
George L. Vost, “When Posters Went to War: How America’s Best Commercial Artists Helped Win WWI”;

Assignment: Discussion

Session 10 – Wednesday, November 4, 2015

Civil Liberties and the Rise of the Security State

Readings:
Chad Williams, Black Militancy;
John Braeman, “WWI and the Crisis of American Liberty”;
Brian Levin, “Precarious Balance Between Civil Liberty and National Security”.

Assignment: Review essay on Monahan lecture and accompanying readings due at the start of class, and discussion of above readings for this week.

**Session 11 – Wednesday, November 11, 2015**

**Veteran’s Day, Remembrance Day: How Do We Treat the Living and the Dead?**

Reading:
Scott Gelber, “A 'Hard-Boiled Order': The Reeducation of Disabled WWI Veterans in New York City”;
David M. Lubin, Masks, Mutilation, and Modernity: Anna Coleman Ladd and the First World War”;
Beth Linker, War’s Waste: Rehabilitation and World War I, Into and Ch. 1 (to be posted);

Assignment: Discussion

**Session 12 – Wednesday, November 18, 2015**

**Victory in War and Defeat in Peace**

Reading:
Kennedy, Armistice and Aftermath;
Woodrow Wilson Reconsidered;

Assignment: Discussion

* Please note that class will not meet next week (November 25) due to the Thanksgiving holiday.

**Session 13 – **Wednesday, December 2, 2015**

**WWI and Global Change**

Reading:
Kennedy, The Political Economy of War: The International Dimension;
Itzhak Galnoor, “The Zionist Debates on Partition (1919-1947)”;
Walid Khalidi, “Palestine and Palestinian Studies: One Century after WWI and the Balfour
Assignment: Discussion

Session 14 – Wednesday, December 9, 2015

Commemorating the War: Plans, Prospects, and Politics--Guest Presentation by Edwin Fountain, General Counsel of the American Battle Monuments Commission and Commissioner of the World War I Centennial Commission

Reading:
Kennedy, “Promises of Glory and Afterword“;
Jennifer Wingate, “Over the Top: The Doughboy in World War I Memorials and Visual Culture”.

Assignment: Discussion

Session 15 – Wednesday, December 16, 2015

Take-home exam due at 9:15PM

Classroom Etiquette

No one should leave class before its ends unless permission is sought and granted in advance.

Required Co-curricular Activities

Suggested Co-curricular Activities

Your Instructor