

HIST 300 A8 -- The Home Front: The United States during World War I

WEEK 5

REQUIRED WRITTEN WORK:

For week 5, complete 1) ONE observation, 2) ONE response to a classmate's work, 3) the weekly (session) summary with 4) overview essay, and 5) the final exam/project assignment.

Observation: Choose one item indicated by an asterisk. Submit a 275-425 word essay on Slack.

Respond (in 150-200 words) to one observation (or response) by classmate on Slack.

Final exam/project: Due by 11:59 p.m. Thursday on Slack as direct message to instructor. No rewrite.

WILL BE POSTED ON THE COURSE WEBSITE TUESDAY.

Weekly summary: 11:59 p.m. Thursday (submit as Word document to the instructor on Slack as direct message). Be sure to include **overview essay** of session's work. *FOLLOW WEBSITE DIRECTIONS.*

DEADLINES:

OBSERVATION: 11:59 p.m. Tuesday (submit as Word attachment on Slack's observation channel).

RESPONSE: 11:59 p.m. Tuesday (type into Slack message box as comment to classmate's observation/response). SEE BELOW.

WEEKLY SUMMARY with OVERVIEW SELF-EVALUATION ESSAY: 11:59 p.m. Thursday (submit as Word document to the instructor on Slack as direct message). SEE BELOW.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	11:59 p.m.		11:59 p.m.			
	Observation		Final exam/project			
	Response		WEEKLY SUMMARY/ESSAY			

CLARIFICATION OF DEADLINES

Officially, Tuesday is the last class day of the session,
Wednesday is "reading day" and has no assignments, and Thursday is final exam day.
Assignments have deadlines that match that official calendar.

However, the response may be submitted by 11:59 p.m. Wednesday with NO penalty
and the weekly summary/essay may be submitted by 11:59 p.m. Friday with NO penalty.

Important notes for week 5:

- 1) complete one observation and one comment/response.
- 2) do not complete a project.
- 3) follow directions for writing the self-evaluation essay to be submitted with the final weekly (i.e., session) summary.
- 4) see above clarification about deadlines.

OVERVIEW TEXTS TO BE USED THROUGHOUT THE COURSE

Americanyawp.com

AND

National World War I Museum and Memorial: time line

<https://www.theworldwar.org/explore/interactive-wwi-timeline?gclid=Cj0KEQjwte27BRCM6vjlidHvnKQBEiQAC4Mzrfs2V9mzGPc8XX7653yAMuuzWqQt1aX-kX85NhZKyp8aAiwk8P8HAQ>

Asterisks indicate readings/films that can be discussed in Observation.

***Assignments without asterisks are not “optional”;
they must still be read/watched and incorporated into your work.**



Week 5: Defining the war and the peace –

Understanding the peace means better understanding entrance into the war. The arguments and evidence in the following readings should help clarify 1914-1917, 1917-1918, 1918-1919, and beyond.

All of the following readings are needed for the final exam/project; only ones with an asterisk can be used for the week 5 observation:

Nieberg, “What a Century! Why the Centenary of the First World War Matters More Than Most,” *MHQ (Military History Quarterly)* (2014). ILL/website.

Nieberg, “Blinking Eyes Began to Open: Legacies from America’s Road to the Great War, 1914-1917,” *Diplomatic History* (2014). [*Life* cover from February 10, 1916: website]

Woodrow Wilson’s War Message https://wwi.lib.byu.edu/index.php/Wilson%27s_War_Message_to_Congress
 [As the class did not read this message carefully early in the course, students should use the readings for this week to better understand Wilson’s explanation of the war and American thinking.]

*Thompson, “Woodrow Wilson and World War I: A Reappraisal,” *Journal of American Studies* (1985).

Kennedy, “Woodrow Wilson, World War I and American National Security,” *Diplomatic History* (2001).

*Cooper, “The Shock of Recognition: The Impact of World War I on America,” *Virginia Quarterly Review* (2000). [see also: Bullington, “Woodrow Wilson’s Fourteen Points and the Long Debate in U.S. Foreign Policy,” *American Diplomacy* (2008) – very short.]

*Sharp, “Dreamland of the Armistice,” *History Today* (2008).

EXAM/PROJECT:

Will be posted on Tuesday.

It will probably be in two parts (both similar to course projects). One will emphasize readings, topics, and students’ writings from weeks 2-5; one will likely emphasize weeks 1 and 5, i.e., Americans’ thinking about the war in Europe and the war that they joined.



<http://federal-point-history.org/historic-features-from-newsletters/world-war-i-the-war-to-end-all-wars/>