

HIST 5326 Readings The United States in World War I

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Course Description

This course examines the United States in World War I. The focus is on the Wilson Administration's diplomacy before the war, the prosecution of the war, and the immediate aftermath and U.S. diplomacy at Paris. We will discuss topics such as war plans, and the relationships the political leadership had with their military staffs. We will study the revolutionary nature of the war itself, and the U.S. war aims.

Course Objectives

1. Identify and Become familiar with the major events, personalities, and political forces of World War I
2. Examine key literature of the subject.
3. Investigate the war as the first modern, industrial war and understand the rise of the United States as one of the great powers.
4. Explain the role that technology played in shaping the course of the war.
5. Analyze the many controversial topics and questions of debate that surround the First World War.
6. Explain how World War I was a watershed in the modern history of the United States.
7. Develop academic writing skills and historical analysis.

Recommended Text

Strunk, W., Jr., & White, E. B. *The elements of style* (any ed.). New York: McMillan, 1959.

—A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore

Course Requirements

Through class participation and written exams students should exhibit mastery of the texts (See below for reading list). During class discussions I will ask members of the class questions about the major events, forces, influences and personalities involved in the reading for that segment of the course. Your participation grade is based upon the quality of your responses. There will be a midterm and a final exam. Both exams will be essay exams. Students should demonstrate familiarity with both the readings covered for that exam (see course schedule) and

lectures/discussion to that point. The written assignment is a 20+ page academic review of the readings.

Literature Review Guidelines

Reviews should be 20 or more pages and conform to the style of academic reviews. Your review will cover the three required books and six elective books from the approved list (below). You should not only analyze the books individually but compare them in the context of the literature.

There is no cover page. Heading is the bibliographical information of the book. Text is double-spaced with **one-inch margins and 12-point type**, usually the default on your word processor. There should be no sub-headings. Your name and “Texas A&M University - Central Texas” should be at the end of your review. **I cannot accept papers in formats other than Microsoft Word.**

Good style and grammar are expected. Papers should follow the standards in Strunk and White *Elements of Style*..

The objective of the review is critical analysis of the merits of the books. You must address the basic questions of author’s thesis, purpose, and objectivity. Further, you should compare and contrast how the books treat the subject, or how they complement one another. Be specific and support your conclusions. Appraise the author’s style and extent of research, including an evaluation of sources. As a rule avoid quotes, especially lengthy ones. Further guidance for writing reviews see <http://www.bowdoin.edu/writing-guides/>. We used to link this by permission to our webpage (back when we had one). Also refer to the article “How to Write a Book Review” at the end of this syllabus.

Attendance

Students are expected to attend all classes and are fully responsible for their attendance. Make-up work may only be done for valid and verifiable reasons such as illness, death in the immediate family, legal proceedings, participation in University-sponsored activities, and military deployment. If possible, notification should be in advance.

Academic Integrity

Texas A&M University - Central Texas expects all students to maintain high standards of personal and scholarly conduct. Students found to have violated these standards are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty and report the incident to the Associate Director of Student Conduct. More information can be found at <http://www.tamuct.edu/departments/studentconduct/facultyresources.php>.

Warning: Clear cases of plagiarism result in a failing grade for the course

For general guidance about what constitutes plagiarism or for tips on writing and citation see:
<http://owl.english.purdue.edu/owl/resource/589/01/>

COURSE OUTLINE AND CALENDAR

August 31	Intro, lecture
September 7	Lecture
September 14	Coffman
September 21	Grotelueschen
September 28	Smyth
October 5	Faulkner
October 14	WWI Symposium (no class Oct 12)
October 19	Midterm
October 26	Carroll, Knock
November 2	Book 7
November 9	Book 8
November 16	Library Day
November 30	Book 9
December 7	Lit Review Due, book 10
December 14	Final

Important University Dates:

August 28, Add/Drop/Late Registration begins
August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes
September 1, Priority Deadline to Submit Graduation Application
September 4, Labor Day, CAMPUS CLOSED
September 5, Last day to drop 1st 8-week classes with no record
September 13, Last day to drop 16-week classes with no record
September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W
October 6, Deadline to submit graduation
October 20, Last day to withdraw from the University (1st 8-week classes WF)
October 23, Add/Drop/Late Registration begins, 2nd 8-week classes
October 26, Add/Drop/Late Registration ends, 2nd 8-week classes
October 30, Last day to drop 2nd 8-week classes with no record
November 10, Veteran's Day
November 10, Last day to drop with a Q or withdraw with a W (16-week classes)
November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W
November 23-24, Thanksgiving, CAMPUS CLOSED
December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)
December 15, Last day to file for Degree Conferral (Registrar's Office)
December 15, Commencement (End of Fall Term)

December 25-January 1, WINTER BREAK

This course will only use the A&M-Central Texas Instructure Canvas learning management system to post the syllabus.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

For issues related to course content and requirements, contact your instructor.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing

grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at ldavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOonline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other

events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright. (YEAR) by (FACULTY NAME) at Texas A&M University-Central Texas, (FACULTY COLLEGE); 1001 Leadership Place, Killeen, TX 76549; 254-(FACULTY COLLEGE PHONE); Fax 254-(FACULTY COLLEGE FAX); (FACULTY EMAIL)

Grading Criteria Rubric and Conversion:

Literature Review:	100 points	25%
Midterm:	100 points	25%
Final Exam	100 Points	25 %
Participation	100 points	25%
Total:	400 points	100%

Final grades will be computed according to the following scale:

A = 90-100%	(360-400 points)
B = 80-89%	(320-359 points)
C = 70-79%	(280-319 points)
D = 60-69%	(240-279 points)
F = 59-0%	(240-0 points)

World War I Reading List

Must Have Read:

Ed Coffman *War to End All Wars*
ISBN-10: 0813109558
ISBN-13: 978-0813109558

Richard Faulkner *Pershing's Crusaders*
ISBN-10: 0700623736
ISBN-13: 978-0700623730

Thomas Knock *To End All Wars*
ISBN-10: 0691001502
ISBN-13: 978-0691001500

Mark Grotelueschen *The AEF Way of War*
ISBN-10: 0521169097
ISBN-13: 978-0521169097

Donald Smyth *Pershing*
ISBN-10: 025334381X
ISBN-13: 978-0253343819

Andrew Carroll *My Fellow Soldiers*
SBN-10: 1594206481
ISBN-13: 978-1594206481

Choose an additional four from the following:

Yokelson	<i>Borrowed Soldiers</i>
Trask	<i>The AEF, The Supreme War Council</i>
Ferrel	<i>Woodrow Wilson and World War I</i>
Neiberg	<i>The Path To War</i>
Asprey	<i>At Belleau Wood</i>
Jones	<i>US Battleship Operations</i>
Still	<i>Crisis at Sea</i>
Klachko	<i>Admiral William Shepherd Benson</i>
Hudson	<i>Hostile Skies</i>
Thenault	<i>The Story of the Lafayette Escadrille</i>

Note: Although it is unlikely, the instructor may make modifications to this syllabus at any time.

How to Write a Book Review:

A Guide for Students

HUGH B. HAMMETT

From *The Social Studies* (November 1974):263-65

Sooner or later most students who take history courses will be required to write a critical book review. The assignment is especially popular with harassed instructors who have too many students to require full-scale term papers but who would feel guilt without asking their students for some kind of written exercise outside of class. Book reviews are not particularly popular with students, however, because the average person has very little idea how to proceed with such a project. The enterprising student cannot find much help in sources like the *New York Times Book Review* or the *New York Review of Books* (since essays in these publications usually reveal far more about the reviewer than about the work under discussion. Nor should historians deceive themselves that journals like the *American Historical Review* or the *Journal of American History* offer more reliable guides.

Unfortunately, most scholarly reviews are written solely for scholars (i.e., specialists) and all too frequently the only point that is made is that the reviewer knows more about the subject, or thinks he does, than the author of the volume under discussion.

The following suggestions are addressed to the student who wants to know how to go about reviewing a book. These suggestions assume that the review will be written for submission in class; but it will be well to observe that the good student will think through all of following areas as he reads, even if no written assignment is involved:

I. Publication Information Should Be Complete. This information will be important if anyone later wants to procure a copy of the volume; also, certain publishers specialize in books on particular subjects or with special political ideas. You should give the *author's full name*, the *complete title* of the book, and the *place, publisher and date* of publication.

For example:

Thomas Bailey, *The Art of Diplomacy: the American Experience*. New York: Appleton-Century-Crofts, 1968.

If you use a revised edition, be sure to make a note of it since revisions often incorporate new or different material.

II. The Author's Background Is Important to a Thorough Analysis of Any Book. Would you pay attention to an unsigned letter? What difference is there in reviewing a book by an author of whom you know nothing? What if the author is a Communist, teaching in an East German university? Or what if he is an Eastern European émigré to the United States and a virulent anti-communist? Would it be to your advantage in reading a book about race relations to know that the author is white and has spent his entire life in Mississippi? Would it be well to know that a scholar writing about United States-Canadian relations was born and educated in Canada? Or might a diplomatic historian trained in a Latin American university possibly have a different attitude toward the Monroe Doctrine than a professor educated in the United States? If a man has studied and written about the medieval frontier for all of his scholarly career, would you wisely be cautious if he suddenly published a monograph about Internal politics in Vietnam?

To belabor the point no longer, historians are a part of their books; and their books are part of them. A student approaches the task of critical evaluation with a huge "blind spot" if he knows nothing about the author of the volume. In some cases, of course, the author's Background may be of no special significance; but at other times it could be disastrous if you do not know.

The reference librarian at your college library can make many helpful suggestions about finding biographical information. As a starting point, however, for non-American writers you can look at *Who's Who* (especially for important British historians), the *International Who's Who* or the *Dictionary of International Biography*. American historians may be in *Who's Who in America* but more likely will be listed in the *Directory of American Scholars*, Volume 1, History.

III. There Are Certain Things That Every Book Review Should Contain. Without this basic information your reader cannot tell whether the book would be valuable for his own use. What is the *purpose* of the book? Usually in the preface or the first chapter of a monograph (works on special topics in history are "monographs," not novels), meet that need. You should keep the stated purpose in mind as you read. If the author does not do what he said he would, then his book has failed one important test.

What is the scope of the book? What period of time does it cover? What kind of history does it include: political, economic, social, diplomatic, intellectual?

Are there *major themes* that are essential to understanding the book? Identify them. More important, is there a particular *thesis* (or original idea, a new contribution) that the author is trying to prove? You should determine whether or not the author offers evidence to support his thesis.

Are there *basic flaws* in the book? Point them out. Are there *sections that are exceptionally well done*? Commend them.

Is the book especially *relevant* in the light of contemporary events? Does it make any *overall contribution* to our knowledge of history that characterizes the book as a distinguished volume?

IV. Sources Must Also Be Considered. No assessment of a book is complete without some comment on the scholarly evidence from which the author draws. Are there footnotes? Is there an extensive bibliography? Does the author use *primary source material* (documents, diaries, letters, newspapers, journals) or does he confine himself to *secondary materials* (books written by other authorities on the same subject)? Usually, more scholarly works will heavily employ original research in primary sources. "Popularized," "derivative," or "synthesized" works draw principally on the books of others.

V. Reviews Must Be Specific As Well As General. For every generalization that you make about the book, you should offer one or two specific examples clearly illustrating what you mean. If for no other reason, your specific illustrations will show your instructor that you have conscientiously read the book and that you have attained a certain mastery of basic factual material.

One word of caution is necessary about the use of extensive quotations. Merely to string sections of quoted material throughout your paper does not make your work scholarly. Each quotation that you use should be clearly linked to the material you are discussing. The quotation must be introduced by an appropriate comment that shows its relationship to the subject at hand.

Do not fall into the use of quotations out of laziness. Never borrow directly unless the quotation is so eloquent, witty, or precise that you could not possibly express the same idea in a better way yourself.

VI. Reviews Must Be Both Descriptive And Analytical. Would you believe that many reviews which are submitted might be written by the average bright student who has read only the table of contents and thumbed through the volume? You should communicate a few of the author's significant ideas. *Why* are they important? What disagreements or reservations would you have? If a book is "good," *why*? If a book is "boring," *why*? (Oh yes, any book over one hundred pages is not automatically boring.)

Above all, do not be afraid to give your own opinion. Too often student papers are cop-outs--exercises in trying to say as little as possible. Avoid the use of the passive voice:

"Jefferson was said to....(*Who* said it? The author?

You? Jefferson's friends? His enemies?)

"It is believed...."

"England is shown...."

Also avoid weasel words:

"The author appears to say...." (Does he say it or not?)

"The book seems to say...."

"It may or may not be true...."

Be direct about what the author says and about what you think. Clearly distinguish between your ideas and those of the author.

Your instructors are aware that you are not an authority on the material you are studying. But they also know that you are a bright, intelligent person and are capable of forming critical judgments. Do not be intimidated by an author. Be decisive and forceful--even if it is only to state your approval of what you have read. For the purposes of learning,

most teachers believe that it is better for you to attempt a critical judgment that may turn out to be unfounded than to make no judgment at all.

If you would like to see what other authorities have said about a book, check the *Reader's Guide to Periodical Literature* in the reference section at the library. It will direct you to journals where reviews have been published.

VII. Work Hard on Your Writing. Painful as it is to be so blunt, the writing in the majority of student papers runs from barely adequate to abominable. Too many papers are mechanically sloppy. You should understand that correct grammar, spelling, punctuation, choice of word, and syntax are not important merely because they are traditional or because English has "always been done that way." They are important because they make your writing clear. They enable you to say exactly what you mean.

Without the ability to write clearly and correctly, you will be an intellectual cripple all of your life. In spite of the onslaught by television, the printed word is still the most common means of communication among highly educated people. It does not matter how brilliant or how noble

your intentions. Without the ability to write forcefully and clearly, your gifts will be wasted. How far do you think Thomas Jefferson would have gotten had he written, "We hold these truths to be self-evident, that all men is created equal..."?

A final suggestion may help. If you type your paper or have someone else do it (all instructors appreciate typed work, and some may require it), be sure to proofread your work before turning it in. Even after one typing, re-write your paper if necessary. Teachers have considerable sympathy for those students who try but who have never learned to write well: but they have little patience and show little mercy in awarding grades for those who are too careless to use their dictionaries or are too lazy to read their own papers before submitting them.

Historians as a rule pride themselves on a fine sense of the language. Moreover, history is one of the few disciplines left that offers the average educated person a clear and readable body of knowledge unencumbered by jargon and complicated by special vocabulary. Your papers will be most successful and your grades will be noticeably higher if your writing is in this tradition.