

After the Great War

HIS 100-03, Fall 2016
MWF 10:00-10:50, JRC 209

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Fall office hours: Mon 2-4; Tues 2-4; Thurs 1:30-3; and by appointment

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The current centenaries of the Great War (1914-18) offer a timely opportunity to investigate its role in the making of the modern era. The war certainly marked a dramatic transition in Europeans' relationship with one another and the rest of the world. Yet to what extent did the war constitute a watershed moment, and to what extent did it accelerate processes which were already underway? Were the instabilities of the interwar period the direct result of the war, or of unforeseen developments in its aftermath? Did people address the trauma of war by looking forward or looking backward? Taking such questions of causality and consequence as our starting point, this course will evaluate the impact of the war in a series of social, political, economic, and cultural contexts. After introductory units on historical methodology and the war itself, we will investigate some of the myriad ways in which European citizens and subjects attempted to reconstruct, reinvent, and make sense of "a world undone." Each of these units will introduce different kinds of primary sources, methods of interpreting them, and scholarly practices of history. Students will also learn to become practicing historians themselves (and, hopefully, to fall in love with the process of doing history!).

Course objectives

Students in this class will learn how to:

- read and critically analyze primary sources
- read and critically analyze secondary sources
- research, synthesize, and critically evaluate a body of primary sources in an archive
- research, synthesize, and critically evaluate a body of secondary historical literature

They will engage with:

- history as a craft and a discipline
- a diversity of methods, approaches, and narratives about the past

They will develop:

- Their skills of analytical, argumentative writing
- Their skills of oral communication and dialogue

Course requirements and evaluation

Contribution to class (30%):

Although class days will include some lectures, group work, and research workshops, the vast majority of our time together will be devoted to collective discussion. History happens in dialogue; therefore, I really do evaluate class participation. If you do not participate regularly and substantively, you will receive a significantly lower grade for the course. For each day of discussion, you may earn four potential points: 1 for being there, 2 for voicing an opinion, and 3 or 4 for engaging meaningfully with the assigned texts and with one another in a way that helps advance the discussion. Note that this mode of evaluation assigns more worth to the quality than the quantity of your participation each day. If you must miss class for illness or a documented extra-curricular commitment, you may compensate your grade for that day by submitting a written response to the discussion questions. Late arrivals, leaving the room during class time, and talking privately while someone else has the floor undermines an atmosphere of mutual respect and collective commitment, and will be duly noted when assessing participation grades. Please note that you are required to bring an annotated copy of each day's reading with you to class; failure to do so will lower your participation grade.

I do understand that speaking up in class is not always easy. As in honing any critical skill, contribution to group discussions requires preparation, practice, tools, and feedback. I will usually email specific discussion questions in advance to help guide your engagement with the texts, and various other tasks (e.g. Blackboard discussion, group work) are designed to help you become more adept and comfortable with posing and answering questions and responding to others' ideas. I will also provide mid-semester participation grades and comments to give you a sense of how your participation is developing.

Assignments (see below for deadlines):

Throughout the semester you will be engaging in various iterations of the historian's craft by researching, analyzing, synthesizing, and critiquing different sets of sources, historians, and debates. Your final grade will be comprised of the following components:

Film analysis (2 pages) = 10%

James Normal Hall archive project (2 stages, 6 pages total) = 20%

Book review (4-5 pages) = 15%

Annotated bibliography: proposal, drafts, final (around 10-12 pages), and presentation = 25%

I will post instructions for these assignments on Pweb well before each deadline. All work must be typed and double-spaced (unless otherwise noted), in 12-pt font and 1-inch margins. Citations must be in footnotes or endnotes using Chicago or Turabian Style – see document on Pweb for guidelines.

Policy on late assignments:

Each of you may take a 48-hour extension on one deadline of your choice during the semester. If choosing this option, you must notify me of your intent to take the extension no later than 24 hours before the published deadline. (Remember that if you take the extension, you are still responsible for preparing the requisite reading or other assignments that may coincide with your revised paper deadline.) For all other assignments, late submissions will receive a grade deduction. Exceptions may be made for serious health or personal issues if accompanied by documentation from the appropriate

office (Health Services or Student Affairs). Note: The college requires that ALL coursework be submitted by 5:00 on the Friday of exam week unless you are taking an incomplete in the class. Work turned in after that time will not be considered.

Policy on electronic devices:

I ask that you refrain from using all electronic devices in class (including phones, laptops, and tablets) unless you have been given explicit permission to do so, e.g. for purposes of accommodation. Please let me know if you have any questions or concerns about this policy.

Disabilities

Grinnell College makes reasonable accommodations for students with documented disabilities. Students need to provide documentation to the Coordinator for Disability Resources, Autumn Wilke, located on the 3rd floor of the Rosenfield Center (x3702) and discuss your needs with her. Students should then speak with me as early as possible in the semester we can discuss ways to ensure your full participation in the course and coordinate your accommodations.

Religious observation

Grinnell College offers alternative options to complete academic work for students who observe religious holy days. Please contact me within the first three weeks of the semester if you would like to discuss a specific instance that applies to you.

Course texts

The following texts are required and can be purchased at the college bookstore. They are also available on reserve in Burling.

- John H. Arnold, *History: A Very Short Introduction* (Oxford)
- Frank McDonough, *Origins of the First and Second World Wars* (Cambridge)
- E. M. Remarque, *All Quiet on the Western Front* (Ballantine/Random House)
- Jay Winter, *Sites of Memory, Sites of Mourning* (Cambridge)
- William S. Allen, *The Nazi Seizure of Power* (Scholastic/Franklin Watts, Revised ed.)
- Henry A. Turner, *Hitler's 30 Days to Power* (Perseus)

Shorter readings will be available online or on Pweb, as noted below.

Course meetings and assignments

The Craft of History (I)

Fri, Aug 26

- Letter from a German prison camp (Pweb)

Mon, Aug 29 True stories, over time

- John Arnold, *History: A Very Short Introduction*, chapters 1-3

Wed, Aug 31: Sources and methods

- Arnold, chap 4
- McDonough, *Origins of First and Second World Wars*, chap 1

Fri, Sept 2: Telling true stories about the war

- Arnold, chap 5
- McDonough, chap 2

View *A Midwife's Tale* in preparation for the film analysis and class discussion. Screenings: Thurs 9/1, 7-9 pm or Sat 9/3, 4-6 pm, both in ARH 302. If you absolutely cannot make it to either of the screenings, the film is also available on reserve in Burling Library and the A/V Center.

Mon, Sept 5: Is the past a foreign country?

- Nicolas Contat's account of "The Great Cat Massacre" – Pweb
- Arnold, chapters 6 & 7

Wed, Sept 7: The craft at work

Film analysis due IN CLASS!!

Fri, Sept 9: The war in the archives

Archive workshop on James Norman Hall Papers (meet in the Iowa Room on the lower floor of Burling)

- In preparation, please take a quick look at either Hall's autobiography (*My Island Home*, on reserve) or at his published account either of trench warfare (*Kitchener's Mob*, on reserve) or of air combat (*High Adventure*, available electronically or on reserve).

The New Culture?: The War in Myth and Memory

Mon, Sept 12: Narrating the war

- E. M. Remarque, *All Quiet on the Western Front* (in entirety)

Wed, Sept 14: The war memoir and its audience

- Modris Ecksteins, "Memory," from *Rites of Spring: The Great War and the Birth of the Modern Age* (NY: Anchor Books, 1989) – Pweb

Fri, Sept 16: From modernism to traditionalism

- Caleb McDaniel, "How to Read for History": <http://wcm1.web.rice.edu/howtoread.pdf>
- Jay Winter, *Sites of Memory, Sites of Mourning*, Introduction (pp 1-11)

Mon, Sept 19: The search for solace

- Winter, chaps 1-4

Wed, Sept 21: Apocalypse now

- Winter, chaps 5-9

Fri, Sept 23: Discuss Hall findings

Part I of Hall project (transcription & editorial paragraph) due via Pweb by 4:30 p.m.

The New Woman? The New Body?: Gender, Politics, and Society

Mon, Sept 26: Women in war and peace

- Vera Brittain, *Testament of Youth*, selections – Pweb

Wed, Sept 28: Interwar politics

- Caitriona Beaumont, "The Woman's Movement, Politics and Citizenship, 1918-1950s," in Ina Zweiniger-Bargielowska, ed., *Women in Twentieth-Century Britain* (Harlow: Longman/Pearson, 2001), 247-77 – Pweb
- *Times* articles – Pweb

Fri, Sept 30: Continuity and change

- Elizabeth Roberts, *A Woman's Place*, selections – Pweb

Mon, Oct 3: From women to gender

- Billie Melman, "Changing the Subject: Women's History and Historiography, 1900-2000", *Women in Twentieth-Century Britain*, 16-31 – Pweb

Part II of Hall project (analysis) due by 4:30 on Pweb

Wed, Oct 5: Embodying postwar memory

Research workshop with Chris Jones: Meet downstairs in Burling in the computer lab

- Susan Kingsley Kent, "Remembering the Great War," *Journal of British Studies* 37:1 (1998), 105-110 – find & print

Fri, Oct 7: Fashioning the modern woman

- Mary Louise Roberts, "Samson and Delilah Revisited: The Politics of Women's Fashion in 1920s France," *American Historical Review* 98:3 (1993), 657-684 – find & print

The Past Repeating Itself? From the First to Second World Wars

Mon, Oct 10: Explaining the origins of WWII

- McDonough chaps 3 & 4

Wed, Oct 12: Debating the origins of WWII

- McDonough 5

Fri, Oct 14: TBA

Proposal for annotated bibliography due via Pweb by 4:30

---FALL BREAK---

The New Internationalism

Mon, Oct 24: Designing, defending, and critiquing the League of Nations

- Woodrow Wilson/Henry Cabot Lodge debate from *The World War I Document Archive*:
http://www.firstworldwar.com/source/wilsonspeech_league.htm
http://www.firstworldwar.com/source/lodge_leagueofnations.htm
<http://www.firstworldwar.com/source/leagueofnations.htm>

Wed, Oct 26: The Wilsonian Moment

- Indian letters from the war – Pweb
- Erez Manela, "Imagining Woodrow Wilson in Asia: Dreams of East-West Harmony and the Revolt against Empire in 1919," *American Historical Review* 111:5 (2006), 1327-51 – find & print

Fri, Oct 28: The Feminist Moment (see separate instructions)

- Group 1: Carol Miller, "'Geneva – the key to equality': inter-war feminists and the league of nations," *Women's History Review* 3 (1994), 219-245 – find & print
- Group 2: Susan Pedersen, "The Maternalist Moment in British Colonial Policy: The Controversy over 'Child Slavery' in Hong Kong, 1917-1941," *Past & Present* 171 (2001), 161-202 – find & print
- Group 3: Daniel Gorman, "Empire, Internationalism and the Campaign against the Traffic in Women and Children," *Twentieth Century British History* 19 (2007), 186-216 – find & print

Mon, Oct 31: Crises of internationalism

Part I of annotated bibliography (2 sample entries showing debate) due via Pweb by 4:30

The New State: From Weimar to Nazi Germany

Wed, Nov 2: Explaining Nazism from below

- William S. Allen, *The Nazi Seizure of Power*, prefaces & chapters 1-3

Fri, Nov 4: Explaining Nazism from below

- Allen, chapters 4-7

Mon, Nov 7: Explaining Nazism from below

- Allen, chapters 8-10, 20

Wed, Nov 9: Writing mentor office hours

Fri, Nov 11: No class (I am away at a conference)

Mon, Nov 14: Using History in CLS planning

Part II of annotated bibliography (full draft of all entries) due via Pweb by 4:30

Wed, Nov 16: Explaining Nazism from above

- Henry Turner, *Hitler's Thirty Days to Power*, chapters 1-4

Fri, Nov 18: Explaining Nazism from above

- Turner, chapters 5-7

Mon, Nov 21: Debating the approaches

Book review due IN CLASS!!!

The Craft of History (II)

Wed, Nov 23: Taking stock and planning for presentations

Part III of annotated bibliography (introduction) due via Pweb by 4:30

Fri, Nov 25: No class (Thanksgiving holiday)

Mon, Nov 28-Fri, Dec 9: Making the point

Panel presentations & discussion

Tues, Dec 13

Final annotated bibliography due by 4:30 p.m.