



Proposal #  
(Academic Affairs use only)

AY20-219 Proposal #  
(College use only) Revised based on LACC Comments

# REQUEST FOR A NEW COURSE

University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

Course Subject	Recommended Number	Course Title (maximum of 30 characters) *Remember when abbreviating names, this is how they will appear on student's transcripts.
<b>HIST</b>	<b>5XX3</b>	<b>The First World War</b>

Course Title: (full title of course if longer than 30 characters)

For information regarding CIP codes contact your department chair or visit: [http://www.uco.edu/academic-affairs/ir/program\\_inventory.asp](http://www.uco.edu/academic-affairs/ir/program_inventory.asp)  
CIP Code: **54.0108**

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.

Course description only Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12. (Please use standard American English including full sentences.)

**The First World War examines the claim that it was the first global and modern war while exploring the fundamental moral and ideological dilemmas of the time . This course will study all major participants and campaign theatres, as well as the war's transformative impact on technology, diplomacy, national economies, relations between states and their citizens, and cultural creativity.**

## History and Geography

Department submitting the proposal

**Dr. Brad Watkins**

**[bwatkins8@uco.edu](mailto:bwatkins8@uco.edu)**

**5842**

Person to contact with questions

email address

Ext. number

Approved by:

**Katrina Lacher**

Digitally signed by Katrina Lacher  
Date: 2020.09.17 12:06:33 -05'00'

Department Chairperson

Date

**Dean Catherine Webster**

Digitally signed by Dean Catherine Webster  
Date: 2020.09.18 09:31:43 -05'00'

College Dean

Date

(Please notify the department chair when proposal is forwarded to AA.)

**Rozilyn Miller,  
Ph.D.**

Digitally signed by Rozilyn Miller, Ph.D.  
Date: 2020.09.17 13:57:00 -05'00'

College Curriculum Committee Chair

Date

(Please notify department chair when proposal is forwarded to dean.)

Academic Affairs Curriculum or Graduate Council Date

Office of Academic Affairs

Date

Effective term for this new course

(Assigned by the Office of Academic Affairs.)

1. Does this course have an undergraduate / graduate counterpart?  
 Yes  No
2. Is this proposal part of a larger submission package including a program change?  
 Yes  No
3. Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACCC or Graduate Council.)  
 Yes  No If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.  
 CTE Approval (Stamp or initial) \_\_\_\_\_

4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?  
 Yes  No If yes, when was the most recent offering? Spring 2015

5. Does this course affect majors or minors outside the department?  
 Yes  No If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.  
 \_\_\_\_\_

6. Prerequisite courses:  
 Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404  
 Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)  
N/A

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?  
N/A

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.  
N/A

9. Will this course have enrollment restrictions?  
 Yes  No If No, go to question 13.

10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling. N/A  
 Check one: May \_\_\_\_\_ May not \_\_\_\_\_  
 Major Code: \_\_\_\_\_

11. Which of the following student classification(s) may enroll in this course?  
 Check all that apply:

Graduate	(2) 19 + hours	<input checked="" type="checkbox"/>
Graduate	(1) 0-18 hours	<input checked="" type="checkbox"/>
Post Baccalaureate *		_____
Senior		_____
Junior		_____
Sophomore		_____
Freshman		_____

\* Graduate level courses are not open to Post Baccalaureate students.

12. Check or list other restrictions for this course.

Admission to Graduate Programs	_____
Admission to Nursing Program	_____
Admission to Teacher Education	_____
Other	_____

13. **Course objectives:** Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: <http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints.>)

**Upon completion of this course students will be able to:**

- **Comprehend the intensity of the war and its global scale.**
  - **Identify the multiple causes for the start of the war.**
  - **Analyze the impact of the war on the social and political structures of the countries involved.**
  - **Determine the 'fairness' of the war's outcomes.**
  - **Evaluate the impact of the war on the next fifty years.**
  - **Compare the First and Second World Wars and determine if they were two separate wars or a 'new Thirty-years War.'**
  - **Compose a lengthy historiography/literature review.**
  - **Compare and contrast literature on the war from 1919-1970 against the literature from 1971-present.**
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Course Detail Information:

14. Contact Hours (per week)

  3   Lecture hours (in class)

     Lab hours (also studios)

     Other (outside activities)

15. Repeatable course.

  1   Number of times this course can be taken for credit.

16. Schedule type: (select one only)

     Activity P.E. (A)

     Lab only (B)

     Lecture/Lab (C)

  L   **Lecture only (L)**

     Recitation/Lab (R)

     Student Teaching (STU)

     Studio Art/Design (XSU)

17. List existing course(s) for which this course will be a prerequisite. Adding a "new course" as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

  N/A  

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18. What resources, technology or equipment must be acquired to teach this course? List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

  Current resources, technology, and equipment are sufficient to support the new course.  

19. The UCO Library has the required library resources available for this new course?

  X   Yes    No If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion.

  The department spoke with Aaron Sterba in the Chambers Library on 7 November 2019 and he agrees that with over 3,000 book results and several thousand article results our  

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**current collection will support this course.**

If no, what additional library resources must be acquired for this new course? List items which must be purchased and estimated cost. (Be specific, e.g., books, magazines, journals, etc.)

**NA**

20. Names of current faculty qualified to teach this course.

**Drs. Justin Quinn Olmstead, Stan Adamiak, Eric Huneke,**

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:

**None**

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.

**The existing resources of the department allow for the new course to be inserted in the existing course rotation. History professors teach two survey courses, one department service course, and one elective each semester. This course falls into the elective course category. In addition, two professors will alternate teaching this course. This will not result in additional costs.**

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.

**N/A**

24. Projected enrollment for two academic years following approval of new course:

Semester	2021	2022
Fall	15	15
Spring		
Summer		

25. Using State Regents' definition of liberal arts and sciences (quoted below), characterize the course as follows:

- Non-liberal arts and sciences  
 Liberal arts and sciences

"The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences." *State Regents Policy and Procedures. Chapter 2, Section 5, "Degree Requirements" part 1, (2). P. II-2-86*

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)

**This course fits into the sequence we already have in History and Geography with a course on World War II. Additionally, this course has an undergraduate counterpart course that is part of the proposed War and Society Minor.**

27 Which of the six transformative learning tenets does this course incorporate? (check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

- |   |               |
|---|---------------|
| Discipline Knowledge                        | <u>  X  </u>  |
| Leadership                                  | <u>  X  </u>  |
| Research, Scholarly and Creative Activities | <u>  X  </u>  |
| Service Learning and Civic Engagement       | <u>      </u> |
| Global and Cultural Competencies            | <u>  X  </u>  |
| Health and Wellness                         | <u>      </u> |

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from "Course Level Characteristics" document for the appropriate course level of proposed course. Document may be found on: <http://sites.uco.edu/academic-affairs/files/course-level-characteristics-table.doc> .

**5000 LEVEL COURSES**

Course Level Characteristics	Please describe how this course meets this requirement.
1. It is assumed that students in these courses have acquired the ability to use language effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.	<b>Students will prepare an annotated bibliography as part of their research project.</b>
2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable background of knowledge.	<b>Students will be able to evaluate the causes and outcomes of the war. Students will be able to appraise the impact of the war on societies, economics, and finance. Students will be able to evaluate the course of countries involved in the First World War to more modern events.</b>
3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum: a. Students should be required to undertake original scholarly/creative activity. b. Students should assume greater responsibility for mastering the subject matter. c. Close working relationships should exist between instructors and students.	<b>Students will create a research project and paper. Students will present a research project and paper. Students will provide critical examination of aspects of the conflict and its impact on modern warfare and society. Students will lead book discussions with the class and facilitate discussion.</b>

# **HIST 5XX3, The First World War**

**Department of History and Geography**

**The First World War, HIST 5XX3.XXXXX**

**Days and Times:** MWF 2:00 p.m. - 2:50 p.m.

**Location:** CTL 109

**Instructor:** Dr. Justin Quinn Olmstead, Assistant Professor of History and Director of History Education.

**Office hours:** M/W/F: 10:00 a.m. – 10:50 a.m., M/W: 1:00 p.m. – 2:00 p.m., and by appt.

**Office:** 202A LOR.

**Office Phone:** 405.974.5279

**Email:** [jolmstead@uco.edu](mailto:jolmstead@uco.edu)

## **Required Text:**

All required reading will be on D2L for you to download. We will be reading a compilation of chapters and texts from different scholarly journals.

Neiberg, Michael, *Dance of the Furies: Europe and the Outbreak of World War I* (Belknap Press, 2013), ISBN: 978-0674725935

**Course Description: The First World War examines the claim that it was the first global and modern war while exploring the fundamental moral and ideological dilemmas of the time . This course will study all major participants and campaign theatres, as well as the war's transformative impact on technology, diplomacy, national economies, relations between states and their citizens, and cultural creativity.**

**Additional Information About the Course:** This course uses the study of the First World War is designed to examine the claim that it was the first genuinely global, total, and modern war. It will also dwell on the fundamental moral or ideological dilemmas posed by the war. This course will study all major participants and campaign theatres – not only the Western Front – and explore the war's transformative impact on technology, diplomacy, national economies, relations between states and their citizens, and cultural creativity. Finally, this course seeks to appreciate how what happened between 1914 and 1918 shaped the years that followed. This is not one of those classes where you can slide by without doing the reading. Reading is the most important thing that you will do in this class, and you will be held accountable for the reading each and every class. You will also receive a class participation grade every day – obviously this means that you have to be in class, prepared and ready to talk. You will also keep a **reading journal** where you will record your answers to each session's reading assignments (these will vary over the course of the semester). I suggest a **loose-leave binder** so you can hand in portions of your reading journal when I collect them. This is a class in interactive reading. You will not have to buy any books but you will have to **print out all the assigned course readings** which you will be marking up and writing on. There are

cognitive reasons why we are doing this the old-fashioned way, with pen and paper rather than computers, so you are also literally writing (not typing) for much of this class.

**Upon completion of this course students will be able to:**

- **Comprehend the intensity of the war and its global scale.**
- **Identify the multiple causes for the start of the war.**
- **Analyze the impact of the war on the social and political structures of the countries involved.**
- **Determine the ‘fairness’ of the war’s outcomes.**
- **Evaluate the impact of the war on the next fifty years.**
- **Compare the First and Second World Wars and determine if they were two separate wars or a ‘new Thirty-years War.’**
- **Compose a lengthy historiography/literature review.**
- **Compare and contrast literature on the war from 1919-1970 against the literature from 1971-present.**

**History Program Learning Outcomes**

This course fulfills a required course requirement for the History Major and the History Education Major. Student learning outcomes are as follows.

1. Students will construct a research project, collect primary and secondary sources, and critically evaluate these sources as historical evidence.
2. Students will demonstrate the ability to properly structure a thesis-driven essay, apply appropriate methods of citation, and use a clear writing style that conveys historical knowledge, ideas and evidence in a mature, readily understood manner.
3. Students will learn to recognize historical arguments regarding controversial historical questions and to formulate and support an original historical argument using primary and secondary sources.

**Transformative Learning:**

The study of history provides a unique laboratory to experiment with and implement the cornerstones of Transformative Learning. Students who engage in our course will gain discipline knowledge through course projects, discussions, and assessments. Not only will students study the characteristics and accomplishments of past leaders, but they will also have an opportunity to apply leadership skills in class through historical debates and role play. As students evaluate primary sources and piece together the story of our past, they will directly engage in research and problem solving. Throughout the course, we will read and react to current events articles in the New York Times. Such civic engagement aims to show students the interconnectedness and immediacy of history. As the course charts the First World War, we analyze how nations and people interacted with the rest of the world and with each other. Cultivating global and

cultural competencies through a meaningful analysis of past relationships, students should be better able to navigate an increasingly global and complex world. Through an intellectual and cultural examination of disease, medicine, and diet, the class will compare links between past visions of health and wellness and choices we make today. Ultimately, the discipline of history offers an ideal environment to engage the Central Six. Embrace the opportunity to better understand the world around you. Embrace your curiosity.

**Social Media Policy:** The use of social media sites to discuss classroom activities in this course April be a violation of the instructor's intellectual property rights, student confidentiality rights, university plagiarism policies, and university acceptable use policies, and is strongly discouraged. Social media is defined as media designed to be disseminated through social interaction. Examples include but are not limited to LinkedIn, Twitter, Facebook, YouTube, MySpace, and Instagram. Misuse of Social Media in this manner April result in the dismissal of the student from the class.

**Course policy on electronic devices: Engaged listening and discussion are essential in this course. Laptops can only be used when our in-class exercises require access to the internet. All phones should be silenced and put away for the duration of the class.**

**University of Central Oklahoma Academic Integrity Policy:** University of Central Oklahoma is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university.

**Services for Students with Disabilities:** The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students with disabilities who need special accommodations should make their requests by contacting the Coordinator of Disability Support Services at (405) 974-2549. It is the student's responsibility to contact the instructor as soon as possible after the DSS has verified the need for accommodations to ensure that such accommodations are implemented in a timely fashion.

**Class Attendance:** Responsibility for attending class rests upon the student. Attendance in class is expected. The university requires 75% attendance for credit in a course. Each instructional staff member will determine his/her attendance policy between 75-90% for credit in his/her course.

**Course requirements:** The basic requirements of the course are as follows: class attendance, completion of all class readings, class participation, written assignments and class presentations. Grade distribution: Final grades are based on a total of **500 points (for 4910) 700 points (for 5910)**



## Performance Assessment: 500 points possible:

1. Class participation (preparation; readings quizzes; participation; reading journal) – **200 total points.**
  - Graduate students will need to meet with me for an extra hour of discussion per week separate from the normal class schedule.
2. 5- page reflection essay on Origins of the War – **100 total points**
3. Graduate students will write a book review of the Neiberg book - **100 points**
4. Write **two (2)** one-page critical review essays of ‘special’ articles (not part of the regularly assigned readings) provided on D2L– (50 points each) – **100 total points**
  - Graduate students will have two additional articles for review [for a total of four (4)] - (50 points each) – **100 total points**
5. Final exam essay – **100 total points**

Letter grades are determined as follows:

A 465-500 A- 450-464 B+ 435-449 B 415-434 B-400-414 C+385-399  
C 365-384 C-350-364 D+335-349 D 315-334 D-300-314 F 0-299

Student papers will conform to the conventions of the Chicago Manual of Style. We are learning to think and write as historians so **Footnotes/Citations** are mandatory for all papers in this class.

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

All writings assignments will be submitted via D2L to the turnitin.com engine. Any and all sections borrowed from the internet-or other UCO students-will result in my filing a violation of academic integrity report and the establishment of a file in your name that tracks any and all subsequent violations of the academic honor code. In other words, turn in only your own written work.

### **Short Critical Review Paper (Two at 50 points each for a total of 100 points):**

Each review is due on a specific date listed in the ‘Course Outline and Tentative Schedule’ below. All review papers must be turned in **electronically** and are due by midnight of the assigned due date.

Your short paper should be **no longer than one page** in length, it should have a thesis that expresses a point of view, and your ideas should be supported by specific examples (quotations should be used when necessary) from the work you are writing about. Short papers are due on the dates listed in the syllabus.

Here are some additional ideas on the short papers that expand beyond or emphasize what is stated in the preceding paragraph. Short papers will need to fit the following guidelines.

First of all I expect to read in the **first** paragraph a statement of purpose that tells me what your perspective is and what you want me to know. **Secondly**, I want specifics (NOTE: examples, illustrations, quotations) that show how you arrived at the conclusions you are advocating in the paper and **thirdly**, discuss the conclusions you have drawn. Yes, that’s a lot for a one page paper which means you need to think about what you are going to say and focus your paper so you that you are not covering more than can be adequately dealt with in the

space limits you have. **Additionally**, you should **avoid first person words such as I, my, or we** as these are words that are rarely used in professional writing unless it is a story about one's self. You should be answering the questions: What is the point the author is trying to make? Did he/she defend it? How did he/she defend it? How did they not?

This paper should be single-spaced and you can extend the margins beyond the MS Word defaults. I doubt that you can develop the paper in much detail if you double space it and use the default margins in Word.

What to write about? The content of the paper needs to be related to and based on the information, theories, and issues covered in the article.

Finally, read the sample papers that you will be receiving and see what others have written about. You are welcome to submit your paper to me for a quick review prior to the due date. I will respond with some quick thoughts to ensure that you are on the right track as far as ideas and writing. You may pre-submit as many times as you would like.

### **Course Schedule and Readings:**

The assigned articles and chapters are found below. All these articles are loaded onto D2L and must be printed out. Bring the assigned reading to class every day. I will check. In addition to the assigned reading, there are some occasional recommended readings to fill in some gaps, especially if you feel the need over the course of the semester to get a greater understanding of the strategic course of the war.

### **Unit 1: Origins of WWI**

**Week 1: January 12 -16:** Introduction – Lecture and Discussion

**Week 2: January 19 - 23: No Classes 19 January – Martin Luther King Day**

**Readings:** Richard F. Hamilton and Holger H. Herwig, "The Great War: A Review of Explanations," in *Decisions for War, 1914-1917* (Cambridge: Cambridge University Press, 2004), 1-22.

Christopher Clark, 'The Ultimatum,' in *Sleepwalkers: How Europe Went to War in 1914* (Harper Perennial, 2014), pp. 451-460.

**Week 3: January 26 - 30: Origins Discussion/Lecture –**

**Graduate Student Critical Review DUE Friday at 11:59 p.m.**

### **Unit 2: Mobilizing the Homefront/Empire**

**Week 4: February 2 – 6:**

**Readings:** Adrian Gregory, 'British 'War Enthusiasm' in 1914: A Reassessment', in

*Evidence, History and the Great War: Historians and the Impact of 1914-18*, ed.

Gail

Braybon, (Berghahn books, 2003), pp. 67-85;

Susan Grayzel, 'Liberating Women: Examining Gender, Morality and Sexuality in First World War Britain and France', in *Evidence, History and the Great Historians and the Impact of 1914-18*, ed. Gail Braybon, (Berghahn War: books, 2003), pp. 86-134.

**5-page reflection essay due on Origins of the War  
Due – Friday at 11:59 p.m.**

**Week 5: February 9 - 13:**

**Readings:**

Jakub Kazecki and Jason Lieblang, "Regression versus Progression: Fundamental Differences in German and American Posters of the First World War," in *Picture This: World War I Posters and Visual Culture*, ed. Pearl James, (Lincoln: University of Nebraska Press, 2009): 111-144;

Alice Goldfarb Marquis, 'Words as Weapons: Propaganda in Britain and Germany during the First World War', *Journal of Contemporary History*, Vol. 13, No. 3 (Jul., 1978), pp. 467-498.

**Week 6: February 16 - 20:**

**Readings:** Nicoletta F. Gullace, "Sexual Violence and Family Honor: British Propaganda and International Law during the First World War," *The American Historical Review*, Vol. 102:3 (Jun., 1997): 714-747;

Richard Fogerty, "Race and Empire in French Posters of the Great War," in *Picture This: World War I Posters and Visual Culture*, ed. Pearl James, (Lincoln: University of Nebraska Press, 2009): 172-206.

**Critical Review DUE – Friday at 11:59 p.m.**

**Unit 3: Fighting the War**

**Video:** Led By Donkeys? "All Quiet on the Western Front" and "Blackadder Goes Forth";

**Readings:**

**Week 7: February 23 - 27:**

**Readings:** Pearton, 'Upheaval in the European Industrial System', pp. 155-164;  
Pearton, 'The Application of New Technologies: War as a 'Total' Activity', pp. 156-174.

**Week 8: March 2 - 6:**

**Readings:** Audoin-Rouzeau, 'Battle, combat, violence: a necessary history'

**Graduate Student Book Review Due – Friday at 11:59 p.m.**

**Week 9: March 9 - 13:**

**Readings:** Paul R. Sweet, 'Leaders and Policies: Germany in the Winter of 1914-1915', in *Journal of Central European Affairs*, Vol. XVI (October 1956), No. Three, pp. 229-250;

Spindler, 'The Value of the Submarine in Naval Warfare', in *Proceedings of the United States Naval Institute*, Vol. LII (May 1926), pp. 835-854;

Wilhelm Deist, 'The Military Collapse of the German Empire: The Reality Behind the Stab-in-the-Back Myth', in *War in History*, Vol. 3 (April 1996), pp.186-207.

**Week 10: March 16-20 – Spring Break – No Classes**

**Week 11: March 23 - 27:**

**Readings:** Peter Fromkin, 'A Peace to End All Peace', pp.119-203;

Alia El Bakeri, 'Memories of the Beloved: Oral Histories from the 1916-19 Siege of Medina', pp. 703-718;

Mark Gilderhus, 'Revolution, War, Expansion: Woodrow Wilson in Latin America', pp. 165 – 188.

David Stevenson, 'Resolution by Force', pp. 183-235.

**Week 12: March 30 – 3 April:** Continued Discussion of previous weeks readings; No class on 1 April or 3 April;

**Critical Review Due – Friday at 11:59 p.m.**

**Week 13: April 6 - 10:**

**Readings:** 'Great War and Modern Memory Readings: Paul Fussell, "A Satire of Circumstance,"' in *The Great War and Modern Memory* (Oxford: Oxford University Press, 1975), 3-35;

Leonard V. Smith, "Paul Fussell's *The Great War and Modern Memory*: Twenty Five Years Later," *History and Theory*, 40:2 (April, 2001): 241-260.

**Week 14: April 13 - 17:**

**Readings:** David Stevenson, "Rebuilding, 1920-1929," in *Cataclysm: The First World War as Political Tragedy* (New York: Basic Books, 2004), 431-456.

Erez Manela, "Imagining Woodrow Wilson in Asia: Dreams of East-West Harmony and the Revolt Against Empire in 1919," *American Historical Review*, 111:5 (December 2006): 1327-1351.

**Graduate Students – Critical Review Due – Friday at 11:59 p.m.**

**Week 15: April 20 - 24:**

**Readings:** Erez Manela, "Toward a "Family of Nations", pp. 215-222;

Pierre Purseigle, 'The First World War and the Transformations of the State',  
submission to *International Affairs*

**Week 16: April 27- 1 May:** Discussion/Lecture/Wrap-up/Was the War worth it? What's  
next?

**Week 17: May 4 - May 8 - Final Exams - Wednesday, 6 May - 1:00 p.m. - 2:50 p.m.**

**The Final Exam for this class will be on Wednesday, 6 May from 1:00 p.m. - 2:50 p.m.**