University of Wisconsin-Madison
HISTORY 201: Historian's Craft: World War I Wisconsin
3 Credits

Tuesdays, 3:30-5:25 PM, Room: 5257 Humanities

Instructional Mode: Face-to-Face

Instructor: Dr. Leslie Bellais
Office Hours: Tuesdays, 1:00 AM-3:15 PM, Room 5265 Humanities
Email: lbellais@wisc.edu

Prerequisites: Communications A course or equivalent

Course Description: This course will explore how Wisconsin, as a government and as a group of citizens, responded to the war in Europe between 1914 and 1918 (commonly referred to as World War I) both before and after the United States's became a belligerent. We will focus on how ideas of citizenship, patriotism, and loyalty/disloyalty played a part in the state's response to the war, as well as how the state's leading role in the Progressive movement affected how it responded.

Since this is a Communications-B Course students will meet those requirements by writing an 8-10 paper, doing peer reviews, and presenting their research in class. The paper will be written as if meant for a history magazine or scholarly journal and should be close to submission-ready by the end of the course. The paper will be based on archival research at the Wisconsin Historical Society, the Wisconsin Veterans Museum, or the University of Wisconsin Archives, although other primary and secondary sources will also be needed to complete the paper. All assignments are meant to help students write a well-crafted article with a strong thesis statement and appropriate evidence to back it up.

Course Learning Outcomes

Students will leave this course with the ability to:

- Analyze how Wisconsin's history was affected by the United States' role as a belligerent in World War I
- Analyze primary and secondary sources for historical content and argument
- Use archival and library sources, including online databases, to create and answer research questions
- Produce written assignments that demonstrate historical accuracy, thoughtful analysis, logical arguments, and an ability to revise based on instructor(s) or peer reviews
- Critique other's work thoughtfully and constructively
- Prepare essays for publication
- Develop written and verbal communication skills

Land Acknowledgement

The University of Wisconsin-Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop since time immemorial. In an 1832 treaty, the Ho-Chunk were forced to cede this territory. Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin. This history of colonization informs our shared future of collaboration and innovation. Today, UW Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.

A land acknowledgement is merely the first step in the process of reckoning with our nation's violent history of land dispossession, colonization, and genocide. Now that we acknowledge our continued participation in colonialism – what do we plan to do about it? I ask you to reflect on this question during your time at UW-Madison and in this course.

Assignments & Grading

Reading Reflections & Class Discussion (10%)
From weeks 2-10, you will be asked to complete a reading reflection which will be shared with your group. Each reading reflection will include a set of questions to answer and require that you ask one question to your group. You will then answer one of the questions from another group member. Each reading reflection should be approximately 250-300 words not including the question answer and response. There will be a group leader each week, whose work will be due by Saturday at 11:59 pm. Other group members will need to complete the assignment by Monday at 9:00 pm.
In the first half of the semester, a large portion of class time will be allotted to discussing the week's assigned readings. For the discussion to run smoothly, students are expected to come to class prepared, having read the readings thoroughly and considered questions or concerns. Students will receive 2 points for coming to class and participating in discussion, 1 point for coming to class but not participating, and 0 points for not attending. A make-up assignment can be completed for those unable to attend for weeks 2-11 only and who inform me before class begins for that week. Non-attendance for weeks 12-14 is an automatic 0. Allowances can be made for medical and family emergencies.

Secondary Source Precis (10%)
In this assignment, you will be asked to summarize two of the secondary sources from weeks 2-4 of your choice. Students should identify the argument of the text and the evidence used to support said argument. The completed assignment should be approximately 450-500 words.
DUE: October 6 (Friday) at 11:59 pm.

Collection Choice/Topic Choice/Thesis Statement (5%)
These are the early steps of putting your paper together. First, you will need to choose an archival collection that you want to study and then write 250-300 words describing the collection, why you chose it, and ideas for a potential topic(s) you might research. You will meet with me during **WEEK 5 or WEEK 6** to discuss the collection, topic, and possible thesis.
Collection Choice DUE: October 13 (Friday) at 11:59 pm

After working with the collection and looking at possible secondary sources, you will need to write 250-300 words introducing the topic (what the research paper will be about), why you chose it, and how the archival collection supports this topic.
Topic Choice DUE: October 20 (Friday) at 11:59 pm

Finally, you will write 250-300 words defining what your thesis or argument will be about the topic and how you will use the collection to support your thesis. You can also identify the main secondary sources that will help support your thesis.
Thesis Statement DUE: October 27 (Friday) at 11:59 pm

Primary Source Analysis (10%)
In this assignment, you will think historically about one of the primary sources in your collection. Your analysis should contextualize the document and make a claim about its historical significance. This paper should be 750-800 words.

DUE: Nov 3 (Friday) at 11:59 pm.

Annotated Bibliography (10%)
In preparation for your research paper, you will compile an annotated bibliography. Your annotated bibliography should contain at least three secondary sources and three primary sources from either your chosen archival collection or a supporting collection. Each secondary source should include a brief statement (150-200 words) that summarizes the author's argument and explains its relevance to your research. Each primary source should be accompanied by a brief statement (150-200 words) that summarizes the document and explains its relevance to your research.
DUE: November 10 (Friday) at 11:59 pm.

Introduction & Outline (10%)
In preparation for your research paper, you will write an introductory paragraph (250-300 words) that includes your thesis and prepare an outline of the essay. The outline should include at least 4-5 sections (outside of the introduction and conclusion). Each section should be broken down into subsections and indicate which primary and secondary sources will be used to support each section.
DUE: November 17 (Friday) at 11:59 pm

Peer Reviews (10%)
You will be assigned one of your group member's work to review in attempt to improve the organization and writing. A template will be provided to help you complete a constructive and useful review.
Introduction & Outline DUE: November 22 (Wednesday) at 11:59 pm
First Draft DUE: December 1 (Friday) at 11:59 pm

Student Presentation (10%)
To complete Communication-B requirements, you will do two presentations during the semester. The first will be a 5-minute presentation introducing your collection, topic, and thesis statement. Feedback will be encouraged.
In the last three weeks of the semester, you will do a 10–15-minute PowerPoint or Google Slides presentation, where you will explain/defend decisions you have made about its thesis and organization. Include images you think could be used in a published source. The class will have time to give feedback.
5-minute presentation DUE: October 31 (may continue on November 7)
10-15-minute presentation DUE: November 28, December 5, and December 12

Article/Research Paper (25%)
You will write a research paper (1500-2000 words) that could be published in a general public magazine or scholarly journal. You will be working towards completion of this paper all semester. Papers will be evaluated for a strong thesis that is original to you, an engaging introductory paragraph, a logical organization, historical accuracy, appropriate use of primary and secondary sources, appropriate use of quotes and paraphrasing, as well as correct mechanics

and grammar. Each paper should include at least two images that could be used in publication. During **WEEK 12 or WEEK 13** students will meet with me to review the status of the paper.

First Draft DUE: December 1 (Friday) at 11:59 pm
Final DUE: December 15 (Friday) at 11:59 pm.

Late assignments will be receive a deduction to the grade.

Grades for the course will be calculated as follows:
Reading Reflections: 10%
Secondary Source Precis: 10%
Collection Choice/Topic Choice/Thesis Statement: 5%
Primary Source Analysis: 10%
Annotated Bibliography: 10%
Introduction & Outline: 10%
Peer Reviews: 10%
Presentations: 10%
Article/Research Paper: 25%

Grading Scale

A	= 93-100
AB	= 88-92
B	= 82-87
BC	= 77-81
C	= 72-76
D	= 67-71
F	= 66 or below

One-on-one Meetings
I am happy to meet with you one-on-one at any point during the semester, inside and outside of scheduled office hours, dependent upon my schedule.

The Week by Week: Readings, Assignments, and Discussions

Please note: I reserve the right to alter the assignments and due dates as we go. I will always give you plenty of advanced notice.

Week 1 – September 12: Introduction: World War I Wisconsin
Goals: Introduction to syllabus, including discussion of assignments and learning outcomes; greeting and learning about each other; overview of World War I Wisconsin

September 18 (Monday) at 9:00 pm: Reading Reflection 1 due

Week 2 – September 19: Wisconsin Reacts to the War in Europe
Readings:

- Leslie Bellais, "Championing the Cause of Peace, Neutrality, & Preparedness, 1914-1916," *Traitor State: A Crisis of Loyalty in World War I Wisconsin* (2022), 34-65.
- Woodrow Wilson, "An Appeal for Neutrality, August 19, 1914."
- Julia Grace Wales, *Mediation without Armistice*, 1915
- Theodore Roosevelt, "A Sword for Defence," *Fear God and Take Your Own Part*, 1916, 76-89, 108-109 (last paragraph).

Lecture: While Europe Fights, August 1914-April 1917
Writing Workshop: Primary & Secondary Sources; Identifying arguments in Secondary Sources

September 25 (Monday) at 9:00 pm: Reading Reflection 2 due

Week 3 – September 26: America Enters the War
(MEET at Wisconsin Veterans Museum Lobby)
Readings:

- Paul Glad, "Neutrality and Belligerency," 19-30.
- Nancy Unger, "World War I," *Fighting Bob La Follette: The Righteous Reformer* (2000), 239-262.
- Speech excerpts by Robert La Follette and Paul Husting.

Goals: Become familiar with the resources in the Wisconsin Veterans Museum archives and learn how to access them.

October 2 (Monday) at 9:00 pm: Reading Reflection 3 due

Week 4 – October 3: Wisconsin Responds to the War
(MEET at Wisconsin Historical Society Lobby)
Readings:

- Bellais, "Wisconsin Becomes the Traitor State, April-October 1917," 103-137.
- "Documents: Some Letters of Paul O. Husting Concerning the Present Crisis," *Wisconsin Magazine of History* (June 1918), 409-416.
- William J. Breen, "Loyalty and Labor: The Midwest and Northwest" (1984), 72-79.
- Report of the Wisconsin State Council of Defense, 7-10.

Goals: Become familiar with the resources in the Wisconsin Historical Society and learn how to access them.

October 6 (Friday) at 11:59 pm: Secondary Source Precis due
October 9 (Monday) at 9:00 pm: Reading Reflection 4 due

Week 5 – October 10: Wisconsin Becomes the Traitor State

Readings:

- Bellais, "Wisconsin Becomes the Traitor State, April-October 1917," 137-167.
- Lorin Lee Cry, "The Wisconsin Loyalty Legion," *Wisconsin Magazine of History* (Autumn 1969), 33-42.
- Wisconsin Loyalty Legion booklet, 5-12, 35-38.

Lecture: Wisconsin Becomes the Traitor State, April 1917-October 1917
Goals: Become familiar with the resources in the University of Wisconsin Archives and learn how to access them.

October 13 (Friday) at 11:59 pm: Collection Choice due
October 16 (Monday) at 9:00 pm: Reading Reflection 5 due

Week 6 – October 17: April Elections: Wisconsin's Crisis of Loyalty

Guest Speaker: History Lab staff member
Readings:

- Bellais, "Wisconsin's Crisis of Loyalty, October 1917-1918," 168-178, 210-237.
- Robert C. Reinders, "Daniel Hoan and the Milwaukee Socialist Party during the First World War," *Wisconsin Magazine of History* (Autumn 1952), 48-55.
- Paul M. Glende, "Victor Berger's Dangerous Ideas," Censoring the Mail to Preserve National Security," *Essays in Economic & Business History* (2008), 5-14.
- *Milwaukee Journal* articles and editorials, March-April 1918.

Lecture: Wisconsin's Crisis of Loyalty, November 1917-April 1918
Writing Workshop: Asking Historical Questions; Crafting Thesis Statements

October 20 (Friday) at 11:59 pm: Paper Topic due
October 23 (Monday) at 9:00 pm: Reading Reflection 6 due

Week 7 – October 24: German Americans

Readings:

- Bellais, "An Era of Violence and Vigilantism," 268-283.
- Christopher Capazolla, "Enemy Aliens: Loyalty and the Birth of the Surveillance State," *Uncle Sam Wants You* (2008), PAGES
- Celia M. Kingsbury, "The Hun is at the Gate: Protecting the Innocents," *For Home and Country: World War I Propaganda on the Home Front* (2010), PAGES.
- Zachary Smith, "The War on the Eternal Enemy Other, 1917-1918," *Age of Fear: Othering and American Identity during World War I* (2019), 69-101.

Lecture: Can Wisconsin Call Itself Loyal? April 1918-November 1918 (and after)
Writing Workshop: Analyzing Primary Sources

October 27 (Friday) at 11:59 pm: Thesis Statement due
October 30 (Monday) at 9:00 pm: Reading Reflection 7 due

Week 8 – October 31: Violence and Vigilantism
Student presentations: Students will do a 5-7 minute presentation on the collection they chose, the paper topic, and the paper's thesis statement.
Readings:
- Bellais, "An Era of Violence and Vigilantism," 238-262, 300-313.
- Capazolla, "Vigilance to Vigilantism," *Uncle Sam Wants You*, 117-125, 140-143.
- Charles Stewart, "Prussianizing Wisconsin," *Atlantic*, January 1919, 99-105.

Writing Workshop: Annotated Bibliographies

November 3 (Friday) at 11:59 pm: Primary Analysis due
November 6 (Monday) at 9:00 pm: Reading Reflection 8 due

Week 9 – November 7: Conclusion: November Elections, the Spanish Flu, and Armistice
Guest Speaker: Writing Center staff member
Readings:
- Bellais, "An Era of Violence and Vigilantism," 283-300, 313-318.
- Kevin J. Abing, "A Crowded Hour: Milwaukee during the Great War, 1917-1918, 145-151, 161-163.

Writing Workshop: Improving Style; Paraphrasing vs. Quotations

November 13 (Monday) at 9:00 pm: Reading Reflection 9 due

Week 10 – November 14: Concluding Thoughts
Guest Speaker: Sara Phillips, Editor of the Wisconsin Magazine of History
Readings:
- Herbert Margulies, *The Decline of the Progressive Movement in Wisconsin, 1890-1920.*

Other readings TBD

November 17 (Friday) at 11:59 pm: Introduction & Outline due
November 20 (Monday) at 9:00 pm: Reading Reflection 10 due

Week 11 – November 21: Historiography
Smith, "Introduction," *Age of Fear*, 1-16.
David M. Kennedy, "Afterward," *Over Here: The First World War and American Society* (1980, 2005 edition), 251-263.
Writing Workshop: Peer Reviews

November 22 (Wednesday) at 11:59 pm: Peer Review of Introduction & Outline due

Week 12 – November 28: Student Presentations

December 1 (Friday) at 11:59 pm: First Draft of Article/Research Paper due

Week 13 – December 5: Student Presentations

December 8 (Friday) at 11:59: Peer Review of Article/Research Paper due

Week 14 – December 12: Student Presentations

December 15 (Friday) at 11:59: Final Article/Research Paper due

PRIVACY OF STUDENT RECORDS and the USAGE of AUDIO RECORDED LECTURES
View more information about FERPA.

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of your personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct. Chapters 14 and 17, governing student academic and non-academic misconduct.

RULES, RIGHTS & RESPONSIBILITIES

- See: https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See: https://secfac.wisc.edu/academic-calendar/#religious-observances

ACADEMIC INTEGRITY
By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion. https://conduct.students.wisc.edu/syllabus-statement/
In this class: USE OF AI TOOLS SUCH AS ChatGPT CONSTITUTES A VIOLATION OF ACADEMIC INTEGRITY.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (UW-855) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: McBurney Disability

Resource Center)

DIVERSITY & INCLUSION
Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

TEACHING & LEARNING DATA TRANSPARENCY STATEMENT
The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through learning analytics, and to enable proctoring capabilities. View the university's full teaching and learning data transparency statement.

COURSE EVALUATIONS
Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Student participation is an integral component of course development, and confidential feedback is important to the institution. UW-Madison strongly encourages student participation in course evaluations.

DIGITAL COURSE EVALUATION
UW-Madison uses a digital course evaluation survey tool. In most instances, students receive an official email two weeks prior to the end of the semester, notifying them that course evaluations are available. Students receive an email with a link to log into the course evaluation with their NetID. Evaluations are anonymous. Student participation is an integral component of course development, and feedback is important. UW-Madison strongly encourages student participation in course evaluations.

MENTAL HEALTH AND WELL-BEING STATEMENT
Students often experience stressors that can impact both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others.

Students are encouraged to learn about and utilize UW-Madison's mental health services and/or other resources as needed. Visit uhs.wisc.edu or call University Health Services at (608) 265-5600 to learn more.

CAMPUS RESOURCES FOR ACADEMIC SUCCESS

- University Health Services
- Undergraduate Academic Advising and Career Services
- Office of the Registrar
- Office of Student Financial Aid

- Dean of Students Office
- Graduate Student Services