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The Great War Portfolio

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Overview

(1) The assassination of Archduke Franz Ferdinand of the Austria-Hungarian Empire was the tipping point and start of the Great War. As Ferdinand played an important role in keeping the peace between the rebelling Serbians and the empire, his assassination would be a cause for those who wanted to go to war against the Serbians. (2) The ultimatums that would follow the assassination of Ferdinand were when the official declarations of war would start. Austria-Hungary was the first to send an ultimatum to Serbia. (3) Austria-Hungary was now ready for the war with Serbia and invaded Serbia on August 12th, 1914, with troops having already bombarded Belgrade, the capital, weeks prior. Intent of the Austria-Hungarians was to punish, humiliate, and annex Serbia. (4) The Rape of Belgium as it is infamously known as occurred a few weeks since the declaration of wars went out. Around 15 cases are recorded with the Germans who had either killed or raped Belgian civilians, with the worst case in Leuven. Starting on August 25th, 1914, and continuing for five days, civilians of Leuven were executed. Men, women, children, and the clergy were killed along with many of the cities famous medieval architecture burned and destroyed. A famous poster would emerge, "Remember Belgium" was created by the British to show how the Germans were barbarians. (5) It took nine weeks of war and the battle of Seine for army generals to realize short and intense battles in the Great War weren't effective and so a different tactic was used. This would be the beginning of trench warfare which would start to emerge starting in the Western Front. (6) Three months of war was enough to introduce the Ottoman Empire with Russia the first to declare war on November 1st, 1914. (7) A Christmas miracle in the war was recorded in areas of the Western Front. December 24th and 25th, 1914, soldiers from Allied and Central forces would cease fighting, come together and celebrate the religious day. Other accounts like that would occur and be journaled by soldiers

where men from either side would call a truce and hang out with each other. Soldiers would exchange souvenirs, cigars, alcohol, and chocolate, and it is even said that soldiers played football and to bury their dead. Many places in the Belgian and French sectors had this truce with most of them initiated by the Germans. German Army officers heard of this news and made sure that they prevented this event from happening again. (8) Gas Warfare was introduced on a large scale at the Battle of Bolimov, modern Poland, on the Eastern Front beginning on January 31st, 1915. Germans were the first to use it and although it was just a tear gas, it would be the foundation for gas that would be a lot more dangerous later in the war. The German means to deploy this gas was through artillery shells filled with the gas against Russian forces. (9) Introduction of the flame thrower by Germans on February 26th, 1915. Used against the French trenches near the Battle of Verdun but overall proved ineffective. To counter-act this new technology from the Germans, French soldiers were issued grenades for the first time on March 1st, 1915, trying to find a new means of beating the Germans. (10) The events of Gallipoli would begin on April 25th, 1915, with French, British, Australian, and New Zealand soldiers landing in the straits of the Dardanelles. Idea of this campaign was to gain a foothold close to Istanbul and knock the Ottoman Empire out of the war. British Secretary State of War, Herbert Kitchener didn't think highly of Turkish military skills or British colonial armies (Australian and New Zealand). The ANZACs (Australian and New Zealand Army Corps) were diverted from heading to the Western Front and instead sent to Ariburnu, later to be named Anzac cove. Both Turkish and ANZACs suffered massive casualties. After the event, and for each year after, April 25th would be remembered as ANZAC day, marking a public holiday in Australia and New Zealand to remember the sacrifices of the soldiers on this day in 1915. (11) Italy declares war against the Central Powers on May 23rd, 1915. This did not come as a surprise since Italy was already a part

of the war but hadn't selected a side. This was because the Italian intention was for territorial gain and they were waiting to see which side would suit their needs most. This would be the case where the Italians would join the Allies since the Austria-Hungarian military had many disasters during the winter of 1915. (12) The execution of Edith Cavell in Brussels, Belgium, would create a massive public outcry back in the home front on October 12th, 1915. Cavell was a British nurse in charge of training other nurses in a school in Brussels and was executed by the Germans by having released British and French POWs, allowing them to escape to Netherlands. Cavell's execution led to massive upswing to anti-German sentiment, especially in Britain and the US. Posters and other depictions of this event were created with some overexaggerating factors of how the execution happened. British at the home front would also come to rally at Edith Cavell recruitment meetings after hearing the news. (13) The Italian Front, after the fourth battle of the Isonzo river, would show the despair in Italian soldiers. The losses of massive forces since their entry was around 400,00. The Italians were considered cannon fodder with the conditions they had to deal with and the treatment from high ranking officers would make men miserable. This was the case for soldiers on the frontlines or behind who would work laborious jobs. Italian officers would massacre their own soldiers who failed to show courage as they believed that the other soldiers would see this and gain renewed strength for future battles. One example of the first mutinies can be seen on December 11th, 1915, with the 48th Italian army regiment that shot two of their commanding officers. Multiple cases of these events are recorded and these events, along with how the conditions the Italians had to live with before, depleted the Italian morale and causing further problems. (14) The Battle of Verdun would begin, one of the greatest battles in history, on February 21st, 1916. This battle would change styles throughout its duration, from trench warfare to momentum, trying to gain as much land in Verdun as possible. Germany would

use a lot of its resources, man-power, and time to try win this battle from the French. Massive amounts of artillery would be seen throughout this battle in the war and it started off that way with a nine-hour barrage using 1220 Germany artillery. Nearly 100 Flame throwers were used by the Germans to flush the French out of their trenches. This battle would last until December 18th, 1916. (15) The Battle of the Somme, one of the bloodiest battles in human history, would begin on July 1st, 1916. This would be initiated by the British and French forces with nearly 250,000 artillery shells barraged the Germans in a time little over an hour. After this barrage, the British and French attacked the German frontlines which started the Battle of the Somme. In many cases, this barrage failed to clear a way for the Allied forces, and even some German defensive machine gun nests were in undamaged and ready to fight. Armored machine gun nests allowed for the German defenses to remain and repel the advancing Allied forces. This event really showed the strength of German defense and resilience. (16) The first tanks were introduced in history during the Battle of Flers and Battle of Courcellete on September 15th, 1916. The idea for the tank came from the idea that there should be an armored vehicle that could cross no-man's land, destroy the barbed-wire, and assault the enemy frontlines. The British came up with the first two versions of the tank, Mother Mark I. Around 49 tanks proved a challenge to fit in the military tactics during the time as well as being unreliable with mechanical problems during these battles. However, these tanks did manage to progress the British lines several kilometers and regaining the French territory. (17) Emperor Franz Joseph of Austria-Hungary dies at the age of 83, ruling over the empire for nearly 65 years on November 21st, 1916. Franz Joseph was the person that signed the declaration of war against Serbia which started the war. The end of the Battle of Somme would come on November 18th, 1916. Allied and Central Powers would make plans for a new offensive. After this battle, one out of every two British soldiers that fought in

this battle had either died or become wounded to the point that they could not fight in the war any longer. This really shows the bloodiness and how destruction this battle was in the Great War. To show the result of the war, over 1 million men died, went missing, became POW, or became wounded, with around 300,00 French, British, and German soldier's dead. The goal for this battle was for the Allies to progress to Bapaume which they ended up 5 kilometers short after spending over five months trying. (18) The introduction of the USA would happen on April 6th, 1917 with a declaration of war on Germany. Prior to this, the USA wasn't involved in the fighting but was heavily involved with trade with Allied powers. Many events could have led to the USAs involvement but it is speculated that the Zimmerman note the Germans sent the Mexican government was the tipping point and caused for the USAs entry into the Great War. (19) An armistice between Russia and the Central Powers are signed on December 5th, 1917. A day after the Bolsheviks, led by Vladimir Lenin, seize control of Russian military command, a formal ceasefire is announced throughout the areas where Russian and Central Powers were fighting. Leon Trotsky urged Britain and France to open peace negotiations and create an armistice with Central Powers but this was met with no response. The newly appointed leaders of Russia would go ahead with their plan of signing an armistice for peace with Germany and Austria-Hungary. (20) After a war that spans from 1914-1918 and across the world, nine million soldier's dead with 21 million more wounded, and land where the war was fought left in a mess of the war's debris and destruction, it comes to an end. The war ends with Germany signing an armistice on November 11th, 1918 in Compiegne, France. The "war to end all wars", as it was called from the slaughter of human life and destruction it caused, was over and the Treaty of Versailles would be made to officially end conflict. However, this treaty would lay the foundations of political instability in Europe and eventually the bases for World War II.

ND People

The two soldiers I chose to research are Fred E. Smith and Nels Wold because they were two recipients of the Congressional Medal of Honor for their actions in the Great War that were from the state of North Dakota and I wanted to know why they received their medals. Fred E. Smith, born March 29, 1873, served for the US Army and was enlisted prior to the start of the war. Smith became a 2nd Lieutenant from February 24, 1899 and kept this rank until the start of the United States entry to the war. Smith was later promoted Captain, which the date is not given, promoted Major on August 3, 1917, and finally promoted Lieutenant-Colonel on August 29, 1917. Smith kept this rank until his death, killed-in-action on September 29, 1918. The day before his death, Smith personally led a party with 13 other soldiers to reestablish runner posts and carry ammunition to the front lines. Smith, and his party, continued this for two days whilst under heavy machine gun fire. On September 29, 1918, the group came under heavy machine gun fire and Smith risked his life so that the others with him could get away unharmed. The result from this would get Smith shot on his side, but he continued and managed to get away. Refusing first-aid, Smith once again took the attention of the heavy machine gun crew whilst allowing for the US front line to make another attack on the enemy encampments. Coming up to one of the nests, Smith was shot and fell, becoming mortally wounded and killed. For these actions, Smith received the Congressional Medal of Honor, the French Legion d'Honneur by Presidential Decree, and Italian Croce di Guerra. This information on Smith can be found at the ND State Archives on the records of soldiers that served the US military during World War One.

Nels Wold, born December 1895, served for the US army from April 2, 1918 until his death on September 26, 1918. Wold served in the front lines near Cheppy, France, and aided his company in the advance. Wold and one other soldier took up their silenced weapons and

advanced the heavy machine gun nests, managing to return with 11 prisoners. Later the same day Wold managed to rescue a fellow soldier who was about to be shot by a German officer, also killing the German in the process. Before his death, Wold and company were assaulting their fifth nest and during this time Wold was shot dead. The actions by Wold on that day was completely voluntary, gave his company great courage, devotion to duty, and allowed the US to advance the front lines. For these actions, Wold received the Congressional Medal of Honor. This information can also be found at the ND State Archives on the records of soldiers that served the US military during World War One.

ND Places

North Dakota's home front was just as busy as any other state in the US. Even with the population or activity not matching some other states, this should not take away the efforts from these North Dakotan people during the times of the Great War. There are two places that are active during this time: Grand Forks, with an importance to the campus of the University of North Dakota, and Bismarck, the capital of the state. University of North Dakota, and in relation to Grand Forks, was a busy place during and after the USAs involvement in the Great War. Members of the Grand Forks community, as well as some people that worked or studied at UND enlisted for the war. UND was used as an area for US infantry divisions to rally and await their answer to be called up. Soldiers would await their turn to be dispatched overseas to fight the war with the Allied Forces, but in the meantime, Grand Forks focused on supplying the army and soldiers at UND.

Bismarck was also another area in North Dakota that gathered men to support the war effort. The national guard recruited men to be a part of their divisions and was used to protect the state from any terrorists. Fort Lincoln was used, after being closed, as a place for the infantry to meet and then be dispatched where it was needed and as a concentration camp against any person suspected to be a terrorist. This idea of terrorism in North Dakota had emerged with one-fifth of the state's population coming from German heritage. Evidence that Bismarck took the idea of possible terrorism seriously was present with this case of expanding the purpose of Fort Lincoln. Another place that the idea of terrorism called for members of the North Dakota National Guard was the site of the liberty memorial bridge. Around 200 men were given the assignment to guard this bridge which was crucial for transporting supplies to the east from west.

Artifacts at the Heritage Center

1) Artillery Shell. Shell came from a German 17 cm SK L/40 i.R.L. auf Eisenbahnwagen (nicknamed) “Samuel” railroad artillery. Samuel was developed by Krupp, a German production company of steel, artillery, ammunition, and other armaments. Artillery was originally used in the navy, but then transferred to the army. Too heavy for horses to transport, even in three parts, so railroad carriages were adapted to transport and use this weapon. Shell is in good condition and, writing at this time, currently on display at the Heritage center. Website for reference:

http://www.worldjournals.org/articles/eng/17_cm_SK_L/40_i.R.L._auf_Eisenbahnwagen

2) US Army Uniform Coat. World War I Uniform Coat worn by Private Ambrose in the 41st National Guard Unit. 41st was a national unit comprised of men from North Dakota, South Dakota, Montana, and Wyoming. Found in the pocket of the coat was a unit patch. This patch is a unique, handcrafted version of the 41st unit. There is a light blue wavy line stitched on the bottom with a yellow semicircle for a sun with a brown halo and rays. There are eight large, long rays, give short, large rays, and nine short and shiny rays. The original patch is a blue wavy line with an orange sun and thirteen red rays. Coat is in a stable condition and a part of the educational resources of the Heritage Center.

3) Germany Army Officer’s Dress Helmet. World War I Helmet that was made for German officers. Used for display and showing off rather than combat. Made of leather with front and back visors with the front visor edged with brass. The front shows a brass eagle insignia with the text “Mit Gott Fur Koenig Und Vaterland”, translating to “With God For King And Fatherland”. The eagle is shown wearing a crown and holding a scepter and orb. Helmet is in a stable condition and was used for the Heritage Center event.

Add photos

Meaning of the Great War

The meaning of the Great War was something generally avoided during and after the events of the Great War. It wasn't until 1929 when people would start to ask this question and try and figure out an answer with the introduction of *All Quiet on the Western Front* by Erich Maria Remarque. Today, in modern times, we can look back to the Great War from nearly ending 100 years ago, and make some claims to what the meaning of the Great War was. I believe that there was tension between Austria-Hungary and Serbia that spilled over and involved many other nations around the world. This then created a war that was to be fought for reasons such as aiding its ally, gaining territory, or defending its territory. The result of this would cause a spiritual crisis that would be seek a means to fill the absence with new political ideas and agenda.

It all started with the assassination of Archduke Franz Ferdinand of the Austria-Hungarian Empire from Serbian rebels in Bosnia. It would seem like a war between the two nations involved would be the result of this but much more came from it. Austria-Hungary sought to defend its land but it also sought out to conquer the Serbians and make it a part of the empire. Serbia would not stand a chance against Austria-Hungary and would call to its allies for help, which Russia stepped up and declared war on Austria-Hungary. In response to that, Germany declared war on Serbia and Russia, with a response to that coming from France and Britain declaring war on Germany and Austria-Hungary. These nations would be at the start of the war which all started from conflict between Austria-Hungary and Serbia. Eventually more nations would join the war like the USA, Australia, New Zealand, Italy, the Ottoman Empire, etc., reaching the global stage it is known for. Each nation had a reason for joining the war, whether it was for aiding an ally, trying to gain new territory, or defending its territory, these reasons would be why the war happened.

In modern times, ramifications of this major global event are still present with one of the obvious results including the spread of new political ideas. Communism is one of these ideas that originated before the Great War, but it wasn't until 1917 when the Bolsheviks come into power and established a new political system that would go on to shape the Soviet Union. Communism would also reach other parts of Europe and Asia, spreading the propaganda to countries who are still Communist, like China. Although the ideas of Communism might seem great, it doesn't meet the competitive drive and innovation that comes from that drive that humans seek daily. The idea of being content might seem good, but instead it is something that keeps a person from reaching his or her absolute potential. This can be either by allowing someone to following their vocation so far as to what the country thinks is appropriate and not in a religious or personal sense. When a person would reach an older age (retirement is the modern term given), then being content and reflecting upon one's life is acceptable as it is time for the younger generation to take the work the older person has left behind and to teach the younger person to do the work effectively. Whether this is a family that gives their farm to a child, or a corporate chief executive officer promoting another person to succeed him or her, and then teaching them or having already done so along the way, would be an example to be content. Communism doesn't help in promoting the benefits of a competitive drive to make a better life for oneself. This is what the Great War has started and how it has affected modern times.

Public History

Another contribution to public history would be the 5 binders that are found on Livebinders.com. The five binders include the following binders: WWI, military artifacts group, readers' theatre group, posters group, and gas mask research group. The WWI binder is the one that connects the other four together and allow for an easier method of viewing all the binders. The website allowed for the class to add what we found and used during the semester to have a location that could include all the information. Each binder has the work of each group over the duration of the semester with the intent that the information can be built upon and added to the knowledge of other students who take a similar class or people who have an interest in World War I. My role in this was to set up and organize the binders for the rest of the class to use and allowing the rest more time to do the research while I managed it. Although I sacrificed the opportunity to do more research, I have created, with the help of my fellow classmates, a place where all our research can be found and further added upon.

Convocations

Dr. Stephen Barr, Science and Religion Convocation #1

Dr. Stephen Barr's talk on Science and Religion was interesting and is relevant today. The issues that arise from the Enlightenment period with the negative attitudes towards religion is still present in modern society. It is important to understand and have the knowledge of what Dr. Barr spoke about to understand why there is tension between religion and science. Dr. Barr started the convocation with speaking of what the tension between the religion and science consists of, including how science believes religion is irrational, religion is contrary to science, and to science, nature has nothing to do with God. Understanding these points allows for us to know what the tensions between religion and science are and then we can look at possible solutions to the problem.

Dr. Barr also goes into the history of those who influenced the Enlightenment thinkers. A few names Dr. Barr mentions are Newton, Stensen, Galileo, etc. Dr. Barr goes into further details about how these men impacted their respected scientific field, but who were also religious people who followed the teachings of Christianity closely. Another name mentioned was Descartes and how he had a massive impact on the thoughts that Enlightenment thinkers would develop through reasoning and certainty. Descartes was also a religious person but as well as the other names mentioned, that aspect of their lives was kept hidden because of the privatization of religion that comes with a secular civilization. Knowing these facts about these men could really make a cause for debate on whether religion and science should have the tension it does. Personally, I have learned a lot, especially this semester, of the importance religion has had on our modern civilization. From this convocation, I realize the importance religion has played in the development of science and how religion should not be a negative impact in the study of science.

Dr. Isabel Hernaiz, Our Lady of Guadalupe Convocation #2

Dr. Hernaiz's talk on Our Lady of Guadalupe was a good recap on my knowledge of the topic with some very interesting and valuable knowledge on how modern science has tried to uncover the mysteries behind the tilma on which Our Lady of Guadalupe is depicted on. The convocation started off with Dr. Hernaiz talking about the history that led up to the apparition of Our Lady of Guadalupe. Following up, she talks about the significance of the 9 million native population converting. At the time, the native population was estimated at around 20 million people. This would suggest that almost half the native people at the time saw the apparition and tilma as a sign of Christianity being the Truth in the world and was the reason for their conversion. This was done through using Aztec beliefs and respect in the depiction of Our Lady on the tilma.

The Tilma is still mysterious to this day, and as explained by Dr. Hernaiz, it is still questioned and tested to only one conclusion to this day which is that the tilma is of supernatural origin. Throughout its history, scientists have tried to uncover these mysteries with methods like replicating the tilma, infrared vision comparisons with other paintings at the time like the Mona

Lisa. There have also been events that would normally destroy the tilma, like an explosion and acid being dropped on it, that would suggest it being indestructible. Other investigations have led to the reflection of the eyes on the Tilma show the event of the unveiling, and the sky of stars about the area being a part of the design of Our Lady. Every investigation mentioned and more has led to the belief that the tilma is of supernatural origin. Understanding the tilma would give people a sign that there is something more than just us in this world and a reason for belief of God.

Book Essays

Eksteins, Rites of Spring Book Review

The subjects seen in *Rites of Spring* is the history of the Great War, and as well as the aim of the book, the impact it has on the cultural mindsets of the western world. The modern consciousness is something that comes out after the events of the World War. The new modern consciousness would take over and replace the old values seen in Europe prior to these events and Eksteins shows this throughout the book. For example, Eksteins suggests that there is a common European identity had been present prior to the war, and this was evident with the Christmas Truce of 1914.¹ Eksteins continues to state that instead of fighting, British and German soldiers ventured into no man's land to meet and fraternize with one another. After high ranking army officials from both the British army and the German army found out of this event, it was made sure that it would not happen again. Something this extraordinary was not to be seen again, but the truce revealed the resilience of certain attitudes and values,² as well as the importance religion in European culture.

The main thesis and argument vary between the changing chapters of the book. The first chapter, Paris, has an emphasis on the importance of a play by Russian dance composer Igor Stravinski. Along with Diaghilev Nijinsky, a Russian ballet star, Nijinsky and Stravinski would give a foundation to modernism at their ballet event, a sense of unity between art and life without morality. The mass psychology of the people would change after such a ballet performance was given by people influential to the cultural aspects of other people at the time.³ This would then

¹ Eksteins, Modris, *Rites of Spring*. (New York: Houghton Mifflin Company, 1989), 96.

² Ibid., 98.

³ Ann H. Sullivan, *Rites of Spring: The Great War and the Birth of the Modern Age (Book Review)*, *Library Journal*, February 15, 1989, <http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=2644886c-a33f-44a2-a049-1a5700e47306%40sessionmgr107&hid=101> (accessed October 23, 2016).

open the way to a world war and the change from old attitudes and values to the modern consciousness we still see today.

One way the author claims that his book differs from other books on the topic of The Great War is that the becoming of the world after the events of the war and the significance of the modern consciousness. Eksteins suggests that the Great War brings the emergence of the modern consciousness, an obsession with emancipation, sets up the events for World War II, as well as the death and destruction seen in the war.⁴ The postwar era is something that is also noted with importance in Eksteins book with events like Lindbergh's flight effect on Europe, the book *All Quiet on the Western Front*, and Hitler.⁵ Each subject has important information that leads from before the events of the Great War and up to the postwar subjects Eksteins uses. The main subjects start from the importance and effect of the ballet performance by Igor Stravinski, which goes to lay the foundations of a modern consciousness and change the mass psychology that was necessary to start a war. The book then goes to explain the experiences of the soldiers that fought in the war, and the trench warfare. Finally, the book goes into explaining what the Great War has left in its wake, Lindbergh's flight effect on Europe, the book *All Quiet on the Western Front*, and Hitler.⁶

Eksteins has many sources that he has cited in the *Notes*. Each chapter has a bibliography that gives information regarding the source. Overall, there are sources from the New York Public Library, London Imperial War Museum, London Public Record Office, University of London, Paris Service historique de l'armee de terre, Koblenz Bundesarchiv, Freiburg Bundesarchiv,

⁴ Eksteins, Modris, *Rites of Spring*. (New York: Houghton Mifflin Company, 1989), Preface xiii

⁵ Ann H. Sullivan, *Rites of Spring: The Great War and the Birth of the Modern Age (Book Review)*, *Library Journal*, February 15, 1989, <http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=2644886c-a33f-44a2-a049-1a5700e47306%40sessionmgr107&hid=101> (accessed October 23, 2016).

⁶ Ibid.

Bonn Politisches Archiv, Munich Bayerisches Kriegsarchiv, and Munich Institut für Zeitgeschichte.⁷ Eksteins uses these sources to help his point on the importance of what he has to say and to help with the factuality and credibility of what he is suggesting.

Ann Sullivan has a published book review on Eksteins *Rites of Spring* that gives a short but detailed review on Eksteins work. Sullivan suggests that the work is brilliantly conceived and wonderfully written book of cultural and intellectual history that considers the impact of The Great War on the 20th century.⁸ Sullivan continues to suggest that the ballet has a significant importance to the mass psychology of the people at the time and was necessary in waging the war. This is further suggested with the book showing the effects of the war with the soldiers and the trench warfare. Finally, Sullivan mentions the postwar section of the book and how it had come after the resulting war. To finish the review, Sullivan continues with praising Eksteins work in his book and recommends *Rites of Spring* for anyone who seeks to understand the central importance of the Great War and the decades that followed up until World War II.⁹

⁷ Eksteins, Modris, *Rites of Spring*. (New York: Houghton Mifflin Company, 1989), Selected Sources 367-369.

⁸ Ann H. Sullivan, *Rites of Spring: The Great War and the Birth of the Modern Age (Book Review)*, *Library Journal*, February 15, 1989, <http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=2644886c-a33f-44a2-a049-1a5700e47306%40sessionmgr107&hid=101> (accessed October 23, 2016).

⁹ Ibid.

Keene, Doughboys, the Great War, and the Remaking of America Book Review

Keene's subject in *Doughboys* is the outline of the American soldier's experience during the Great War and what it was like to be a war veteran leading up to the Second World War. The aim in Keene's book is to inform the reading of the neglect of World War I in US history, and per Scott M.H. Lyons, to emphasize that the soldiers and veterans from the Great War transformed the federal army into a strong, national institution.¹⁰ The soldiers would become a political force where they would later form the GI Bill to help those future men and women of the US who served in the nation's military.

The main thesis and argument given in this book can be found in the preface where Keene says that the war was a pivotal experience because the Great War generations would shape modern American military and was responsible for the most sweeping piece of social welfare in American history, the GI Bill.¹¹ Keene uses the GI Bill as the prime example of how military veterans would gain benefits like money for education and loans for housing after they served a required number of years of service.

Keene claims that her book differs from other books on the same topic with the emphasis on her thesis. Keene goes into depth as to how and why World War I veterans would approach creating a type of insurance for when they came back from the war. The full extent of this can be seen with the GI Bill but it can also be seen before, during the stages of conscription. Local draft bonds would be what the recruits would look for as a means of a social contract between the

¹⁰ Scott M.H. Lyons, *Jennifer D. Keene. Doughboys, the Great War, and the Remaking of America (Book Review)*, *World War II diaries*, June 17th, 2012, <https://wwiidiaries.com/2012/06/17/academic-book-review-jennifer-d-keene-doughboys-the-great-war-and-the-remaking-of-america-baltimore-and-london-the-johns-hopkins-university-press-2001-xiv-294/> (accessed November 13th, 2016).

¹¹ Keene, Jennifer D., *Doughboys, the Great War, and the Remaking of America*. (Baltimore: The Johns Hopkins University Press, 2001), Preface x

government and its citizens.¹² What the draftees wanted from the government is protection and security for when they left their work and home to go fight the governments war.

The main subjects about which this book contains important information is the experience of those soldiers that served before, during, and after the Great War, and how these soldiers would continue to shape the American military and political social welfare. Important information on the experience of soldiers can be found throughout the book, but there are heavy focuses found in chapters 1, 2, 5, and 6. Information regarding how these soldiers would continue to shape the American military can be seen in chapters 3 and 5, while the shaping of political social welfare can be found in chapter 6 and epilogue.

Keene has many sources and its own section in the book she has called *Sources*. Footnotes can also be seen throughout the book as a means of referencing her sources. The primary sources include: U.S. Army Military History Institution, W.E.B. Du Bois collection, soldier manuscripts, Army policymaking from National Archives in Washington D.C., Weekly French officer reports, North Russian Expedition records, Records of the American Commission to Negotiate Peace, Herbert Hoover Presidential Library. The secondary sources include: Literature that explores the impact of World War I, Documents regarding procuring adequate supplies for the wartime army, Works calling for a reevaluation of the role of the state, The power available to the enlisted man within the military, Works that evaluate the tension between citizen-soldiers and state, Detailed studies of soldiers' experience in the Great War, Classic historical and sociological studies of conscription, army policy making, military institutional life, problems of command, and morale, Key political battles of the era, The Americans' tumultuous relationship with the French, Scholarly examinations of World War I soldiers and veterans

¹² Ibid., 10-11.

separately, Social scientists who have minimized the importance of military service as a politicizing experience, Other scholars that challenge the prevailing view that military service only affects veterans' personal lives, and finally Illustrations on how soldiers influenced policy within the military, and how military service politicized citizen-soldiers.¹³ Keene uses these sources to give her thesis a groundwork so that she can build upon, allows her to further signify the importance of her thesis, and provide examples to support her thesis.

The views of Scott M.H. Lyons' published book review, which can be seen at WWII diaries, shows his opinions on Keene's work. Lyons is impressed by how the book portrays the importance of what Keene states to be her thesis.¹⁴ He continues with the appreciation of the way the books ending is written that ties up what she has said chronologically again with her thesis. Lyons goes into further telling the reader his interpretation of the thesis in relation to the World War I veterans and then adds his take on the addition of the GI Bill. He also mentions that there is only one criticism he has for Keene as she only uses the US Army and excludes the US Navy or Marine Corps. Lyons brings up that there might be data from the navy or marines veterans from the Great War and suggests that could show elicited corresponding results.¹⁵

¹³ Ibid., Sources 275-285.

¹⁴ Scott M.H. Lyons, *Jennifer D. Keene. Doughboys, the Great War, and the Remaking of America (Book Review)*, *World War II diaries*, June 17th, 2012, <https://wwiidiaries.com/2012/06/17/academic-book-review-jennifer-d-keene-doughboys-the-great-war-and-the-remaking-of-america-baltimore-and-london-the-johns-hopkins-university-press-2001-xiv-294/> (accessed November 13th, 2016).

¹⁵ Ibid.

Byerly, *Fever of War* Book Review

Carol R. Byerly's *Fever of War* subject is the Great War and how the influenza virus had affected the world. The US medical officers from the army that thought they would be ready to handle any medical threat to their soldiers when these professionals and men of science were not ready for the influenza epidemic that would affect the nation after the war. The aim of *Fever of War* is to give people more awareness and knowledge on this pandemic which was considered a professional disaster for physicians, and especially the army medical officers.¹⁶ As suggested by Sanders Marble, Office of Medical History for the U.S. Army, Byerly sets out to cover four themes, the impact of the disease on the US conduct of war, the nature of military medicine, governmental responsibility for the health and welfare of its soldiers, and how cultural values and politics shaped medical policy and the historical memory of the epidemic.¹⁷

The main thesis and argument of this book can be found in the introduction where Byerly opening writes it, as the influenza epidemic was of 1918-1919 was not only a national trauma then, but a professional disaster for physicians, especially army medical officers, and an experience in failure for the national government. Byerly further explains the argument where, the influenza epidemic made the medical officers failure more distressing through four main themes: the impact of the infectious disease on the home front and war front, the nature of military medicine and the special role of medical officers who served both the government war aims and the soldiers under their care, the government's responsibility for the health and welfare of its soldiers, and the ways in which cultural values and politics shaped medical policy and the historical memory of the epidemic.¹⁸

¹⁶ Byerly, Carol R., *Fever of War*. (New York: New York University Press, 2005), 7.

¹⁷ Sanders Marble, *Carol R. Byerly. Fever of War (Book Review)*, *Humanities and Social Sciences Online*, October, 2005, <http://www.h-net.org/reviews/showrev.php?id=10914> (accessed December 17th, 2016).

¹⁸ Byerly, Carol R., *Fever of War*. (New York: New York University Press, 2005), 7-8.

Byerly claims that her book differs from other books on the topic of the Great War by going into the medical side of the war. The third and fourth theme, the government's responsibility for the health and welfare of its soldiers, and cultural values and politics shaped medical policy and the historical memory of the epidemic really stands out when trying to discern her books from others that talk about similar policy and historical recollection of the Great War. Chapter one shows this where Byerly goes through the background on army doctors and shows the overconfidence seen in some medical officers in modern science being able to conquer epidemics. One man mentioned in the book is William Gorgas, US Army surgeon general, who shows this confidence in modern science from his previous experience of conquering yellow fever.¹⁹

The main subjects about which this book contains important information can be related back to the four themes: the impact of the infectious disease on the home front and war front, the nature of military medicine and the special role of medical officers who served both the government war aims and the soldiers under their care, the government's responsibility for the health and welfare of its soldiers, and the ways in which cultural values and politics shaped medical policy and the historical memory of the epidemic.²⁰ Byerly also claims that there is a relation between the Great War and the influenza virus²¹; without the war, the virus would not have a suitable environment to thrive and evolve in something more deadly. An example Byerly uses to show how deadly the virus can be is with a man who gets a slight cold on October 5th, he then gets admitted to a hospital on October 7th, and dies from his condition in the morning after on October 8th roughly 60 hours after first initially coming into contact with the influenza virus.²²

¹⁹ Ibid., 16.

²⁰ Ibid., 7.

²¹ Ibid., 71.

²² Ibid., 126.

Another important piece of information is, according to Byerly, “While historians have not “remembered the epidemic”, historical memory itself has become an important and rich theme in the historical literature of the Great War.”²³ This is important because it’s a contradiction to the study of history, where Historians are almost purposely not remembering the events of the influenza epidemic because of the negative image it gave to professional medical officers and physicians.

Byerly uses many different sources for her research and making of her book. There is a section called *Select Bibliography* that includes the following: Archival Records, Periodicals Reviewed, Government Publications, Published Primary Sources, and Secondary Sources.²⁴ Byerly uses these sources to give her thesis a groundwork so that she can build upon with the reader, allowing her to signify the importance of her four themes, and have examples to support her thesis and themes. Sanders Marble comments, “This is a well-written, well-researched book that generally stays tightly on topic.”²⁵

The views of Sanders Marble on his review on *Fever of War* can be seen on Humanities and Social Sciences Online. As Marble is a part of the US Army’s Office of Medical History, he has respect and enjoys the way the book is laid out for the reader. Marble goes through his review by explaining each chapter, with chapters 3 and 4 compacted into one paragraph while the others are separate. He gives an overview on what Byerly is saying in each of these chapters and expands in some cases as seen in chapter 1. Marbles brings up a point within the chapter when he says, “but it is not clear how admitting more black or female doctors would have had

²³ Ibid., 188.

²⁴ Ibid., 227-237.

²⁵ Sanders Marble, *Carol R. Byerly. Fever of War (Book Review)*, *Humanities and Social Sciences Online*, October, 2005, <http://www.h-net.org/reviews/showrev.php?id=10914> (accessed December 17th, 2016).

made any difference to the Army's handling of the flu epidemic.".²⁶ Overall, Marbles believes that Byerly did a good job at describing the position of doctors in the army, her description of the flu epidemic is clear and thought out with insights on how it affected the military. A criticism Marbles has is that even though Byerly has a good history of the flu epidemic in the Army, some recommendations made were questions.²⁷

²⁶ Ibid.

²⁷ Ibid.

Reflection on the Experience of the Class/Miscellaneous

This class was something I had been looking forward to during the summer break. I had always wanted to expand my knowledge of the events of World War I and hopefully learn things I wouldn't expect, which I did. I was also looking forward to having another class with Dr. Stuart that was history focused since I enjoyed the style of teaching and hope to replicate it when I get my teaching license. Looking throughout the semester, I wish there was more time to further expand upon the knowledge I have of the Great War but I am satisfied that we could do such a major event in Bismarck at the North Dakota Heritage Center. Writing this portfolio really shows to the extent of the work I, as well as my fellow classmates, have done this semester.

The event at the heritage center was overall something unforgettable being a part of. What I thought of my part of the event was that it went well in many different parts. Setting up the artifact groups learning lab area was exciting and I also helped the Gas Mask group with organizing their artifacts. The feedback I was told by others also made me feel great about how I made it look. For example, the numbering of the artifacts in the cases was one of these things I personally took charge of doing and thought that it turned out looking organized and professional. I was also given the responsibility of showing information for my artifact, an artillery shell, and information on an US Army Uniform Coat given by Erik Holland. After I would show those who were interested in seeing the artillery shell its location in the heritage center. After the artillery shell, I would then take those down to the section on the U.S.S. North Dakota and the other members of the artifact group would take over from that point.

Coming into the event, I had not seen a full rehearsal from the readers' theatre group or the complete exhibit from the poster group. Because of this, going to see those groups' work would have been a first for me and I could feel like as if I was a visiting member for the Heritage

Center. I was impressed with the performance from those that were in the readers' theatre group and thought that the music and uniforms added a lot to the reading of the poems and letters. As for the poster group, seeing the posters their team decided to go with was interesting but well thought out. Each poster was moving in their unique way and makes you think of how people at the time would have reacted to seeing them.

My contribution to public history would include the Prezi given during the Heritage Center event, which can be found on livebinders under the Military Artifacts tab, and the livebinders website itself. The Prezi, although most of the credit would go to Chris Uhler, is something that includes information regarding all the artifacts brought up from the storage to put on display during the event. Each person in the military artifacts had a description, and if possible, a story or what's special about the artifact to go along with. If the Heritage Center wished to display the artifacts as part of an exhibit, they would have the opportunity to use this Prezi for an educational purpose.

If I was to take this class again, there would be a couple things I would like changed or for you to consider changing or thinking over. I understand that this class was a first to see if this would be a good way of taking a history class which I can agree with. However, going forward there should be a better organization of what will happen during the semester with flexibility in case there are days where students cannot travel to the classroom or heritage center. At times the class was tricky to balance work on the class readings and work done at the heritage center. The workload is fair but the balance could also be redone so that more work is done or required to be completed earlier in the semester before the heritage center becomes the priority. Sections of the table of contents like: Overview, Book essays, and Convocations could be done earlier in the semester. ND Places, ND People, and Artifacts at the Heritage Center could be done half-way

through the semester. This would leave the rest for a final copy of the portfolio, splitting the work load and creating a balance. These are some suggestions or ideas I hope you can take and make the most out of them for the future. To end this portfolio off, I want to thank you again for an unforgettable experience.