

**Western University
Department of History
2012-2013**

History 1810E – Wars That Changed the World

Lectures: Monday & Wednesday 2:30PM - 3:30PM
University Community Centre 146

Professor Margaret McGlynn
Lawson Hall 1206
mmcglynn@uwo.ca
Office hours: Wednesday 1:00 - 2:00
Thursday 3:00 - 4:00

Professor Craig Simpson
Lawson Hall 1208
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Office hours: Wednesday 1:30 - 2:15
Friday 10:30 - 11:30

Professor Jonathan F. Vance
Lawson Hall 2247
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Office hours: Wednesday 12:00 - 2:00
Thursday 10:00 - 11:00

Professor Carl Young
Lawson Hall 2228
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Office hours: Tuesday 11:00 - 12:00
Wednesday 1:00 - 2:00

This course examines in detail four transformational wars in the history of the world – the Mongol Wars, the Spice Wars, the American Civil War, and the First World War – both in lectures and in small discussion groups that will also focus on the development of foundational analytical and writing skills. Topics include the implications and effects of war for civilians, trade, popular culture, and technology.

The Tutorial Assistants (TAs) for the course are Ryan Flavelle (rflavell@uwo.ca), Claire Halstead (chalstea@uwo.ca), Charles MacKenzie (cmacke22@uwo.ca), and Elliot Worsfold (eworsfol@uwo.ca). They will not be holding regularly scheduled office hours, but will be available to meet with students by appointment.

Learning Outcomes

Through the lectures and four assignments, students will gain:

- Basic primary source skills: what are primary sources?; authorship and audience; *Veritas et utilitas* (truth and usefulness)
- Basic secondary source skills: what are secondary sources?; secondary sources as interpretation; dealing with different interpretations; synthesis of extensive reading
- Familiarity with the library and electronic resources
- A full understanding of plagiarism and its problems
- Basic paper-writing skills: organization, citation, and footnoting
- Participation and communication skills in small-group discussion
- An appreciation of the fundamental role of war and conflict in shaping history and society

Textbooks

Students must purchase the following textbooks, which will be used for tutorial discussions and assignments. They are available in the bookstore.

Paul Kahn, ed., *The Secret History of the Mongols* (Boston: Cheng & Tsui, 1998)

David Morgan, *The Mongols*, 2nd edition (New York: Wiley-Blackwell, 2007)

Jonathan Daniel Wells, *A House Divided: The Civil War and Nineteenth-Century America* (New York: Routledge, 2012)

Other materials for use in tutorial discussions and for assignments will be available on the course website.

Assignments

Primary source document analysis (due week of 15 October 2012)	15%
Secondary source assignment (due week of 26 November 2012)	15%
Bibliographical assignment (due week of 4 February 2013)	15%
Short research paper (due week of 25 March 2013)	15%
Participation	10%
Mid-term examination (December 2012 - date TBA)	15%
Final examination (April 2013 - date TBA)	15%

Submitting assignments

All assignments are to be submitted in tutorial. Late assignments will be subject to a deduction of two marks per day, not including weekend days. Assignments submitted more than seven days after the due date, without the requisite accommodation from Academic Counselling, will not be graded.

In addition to the hard copy, all assignments must be submitted electronically to the Turnitin plagiarism detection service. Detailed instructions for the submission process through the course website on Sakai will be provided in class.

Students are strongly advised not to wait until the last few minutes before midnight to submit the paper. High demand or internet failure are not acceptable reasons for failing to submit on time. In the event of any problems, contact your instructor.

Note: “All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database

for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).”

[www.uwo.ca/univsec/handbook/exam/crsout.pdf]

Primary source document analysis:

This assignment will be based on *The Secret History of the Mongols*. Students will be required to set out the main themes of the book and what the book reveals about the Mongol way of war, their culture, and how they saw their history, using examples from the book to back up their analysis. They will also comment as to what the books reveal about the characters involved and their ideas and the book’s contribution to better understanding related historical events.

Due week of 15 October 2012

Secondary source assignment:

Using at least two secondary sources, one of which must be from the weeks of 26 November or 3 December, identify the genre of each source, and examine how they could contribute to the development of a research paper. You might discuss the arguments, sources, methods, assumptions and/or implications of each or both, in any combination. DO NOT simply summarize the sources: this assignment is intended to allow you to demonstrate your ability to use secondary sources critically and imaginatively. Class readings will be discussed in these terms during tutorials, and further guidance for this paper will be provided in class.

Due week of 26 November 2012

Bibliographical assignment:

The object of the assignment will be the preparation, in outline form, of a textbook or website dealing with nineteenth-century America. Students will work in groups, and the group will have flexibility in deciding the format and the exact subject. Each student in a group will be responsible for a single section, and for each section a variety of sources must be located, identified, and evaluated: a textbook; a monograph; a journal article; a visual source; a website. Each student must complete this assignment by indicating how the process of searching affected their understanding of their chosen topic. Each group will supply a similar summary statement.

Due week of 4 February 2013

Short research paper:

Each student will write a short research paper on some aspect of Canada’s involvement in the First World War. A list of representative topics will be provided, but student are encouraged to formulate their own topics. The assignment will allow you to bring together skills in interpreting primary and secondary sources, and in bibliographical research. A premium will be placed on your ability to present your argument in an organized fashion and with graceful prose.

Due week of 25 March 2013

The success of each tutorial depends on the willingness of students to keep up with the readings on a weekly basis and to take part fully in the discussion. Your participation (and note that you are assessed on participation, not simply attendance) will be assessed on an ongoing basis throughout the year. Attendance at tutorials is mandatory – any student who misses more than 5 tutorial sessions without accommodation from Academic Counselling will automatically fail the course.

In order to achieve a passing grade in this course, students **MUST**:

- sit **BOTH** examinations
- complete **ALL** assignments

History 1810E is designated as an essay course. In order to obtain a passing grade in the course, each student must exhibit a minimum level of competence in essay writing and the appropriate level of knowledge of the content of the course. In practical terms, this means that each student, to pass the course, must achieve a passing grade in the essay portion (ie. out of the combined essay grade of 60%, you must achieve at least 30%).

For reasons of privacy, students should communicate with the course directors and TAs using their UWO email addresses; all communications regarding the course will be sent to those email addresses, rather than to other accounts (Hotmail, Gmail, etc). Students should also regularly check the Announcements section on the course website for updates.

We recognize that, for academic purposes, students rely heavily on electronic devices such as laptops or smartphones, and may be accustomed to using them in class for taking notes or following the readings. Our assumption is that students will be respectful of their instructors and fellow students in using electronic devices, and will not engage in activities that distract those around them. In the event of disruptive use of such devices, the course directors reserve the right to request that any device be turned off or put away; in extreme cases, a student may be asked to leave the lecture hall.

Please note the University Senate’s statement on plagiarism: “Scholastic offenses are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offense, at the following website:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf

Lecture Schedule

NB - Tutorials begin the week of 10 September; there will be no tutorial meetings on 5-7 September.

10 September – **Course introduction** - Professors McGlynn, Simpson, Vance, and Young
The Mongols – Professor Carl Young

12 September – Who were the Mongols?

Lecture reading: Morgan, *The Mongols*, 32-54

Tutorial reading:

“Folktales from Mongolia” in George Lane, *Daily Life in the Mongol Empire* (Indianapolis: Hackett Publishing, reprint of 2006 edition), 257-271

17 & 19 September – Genghis Khan: Unification and Conquest

Readings:

Morgan, *The Mongols*, 55-96

Tutorial reading:

“The Heritage and Youth of Genghis Khan” in Kahn, *The Secret History of the Mongols*, 3-43

24 & 27 September – After Genghis: Expansion and Consolidation

Lecture reading: Morgan, *The Mongols*, 112-117, 136-147

Tutorial reading:

“The Reign of Ogodei Khan” in Kahn, *The Secret History of the Mongols*, 182-193

1 & 3 October – Khublai and his Brothers: Peak and Limits of the Mongol “Empire”

Lecture reading: Morgan, *The Mongols*, 147-158, 118-126

Tutorial reading:

“The Conqueror” in Morris Rossabi, *Khubilai Khan: His Life and Times* (Berkeley: University of California Press, 1988), 76-114

8 October – Thanksgiving Day – no class

10 October – Pax Mongolica: Administration, Travel, Trade, and Exchange

Lecture reading: Morgan, *The Mongols*, 96-111, 123-132

Tutorial reading:

“Ecumenical Mischief” in Richard C. Foltz, *Religions of the Silk Road* (New York: St. Martin’s Griffin, 1999), 111-134

15 & 17 October – Pax Mongolica: Administration, Travel, Trade, and Exchange

Lecture reading: Morgan, *The Mongols*, 158-170, 175-198

Tutorial reading:

“Travel in the Age of the Pax Mongolica” in Alfred J. Andrea & James H. Overfield, eds., *The Human Record: Sources of Global History*, vol. 1 (4th edition) (Boston: Houghton Mifflin, 2001), 422-444

****Primary source document assignment due****

22 & 24 October – Where did they go? Decline and Legacy of the Mongols

Lecture reading: Morgan, *The Mongols*, 199-206

Tutorial reading:

“Legacies: The Mongol Empire, Eurasian History, and Modern Mongolia” in Ruth W. Dunnell, *Chinggis Khan: World Conqueror* (Saddle River, NJ: Longman, 2010), 93-105

The Spice Wars – Professor Margaret McGlynn

29 & 31 October – Medieval Europe's Contacts with the East and the Beginnings of Exploration
Readings:

The Book of John Mandeville, ed. Ian Macleod Higgins (Indianapolis: Hackett Publishing, 2011):
101-116

Jack Turner, *Spice: The History of a Temptation* (New York: Alfred A. Knopf, 2004), xi-xxiv
Glenn J. Ames, *The Globe Encompassed: The Age of European Discovery, 1500-1700* (Saddle
River, NJ: Pearson, 2008), 1-16

5 & 7 November – Portugal goes East, Spain goes West

Readings:

A Journal of the First Voyage of Vasco da Gama, 1497-1499, ed. E.G. Ravenstein, Hakluyt
Society 1st ser. vol. 99 (New York: Burt Franklin, 1963): 58-61; 68-79; 113-114

J.R.S. Phillips, *The Medieval Expansion of Europe* (Oxford: Oxford University Press, 1988):
227-253

Robert S. Wolff, "da Gama's Blundering: Trade Encounters in Africa and Asia During the
European 'Age of Discovery' 1450-1520," *History Teacher* 31/3 (1998): 297-318

12 & 14 November – The First European Empire in the East

Readings:

Copy of a Letter of the King of Portugal Sent to the King of Castile, trans. Sergio J. Pacifici
(Minneapolis: University of Minnesota Press, 1955): 4-12

Afonso de Albuquerque, *The Commentaries of the Great Afonso Dalboquerque*, trans. & ed. W.
de G. Birch, vol. II, Hakluyt Society 1st ser. vol. 55 (London, 1877): 97-106

M.D.D. Newitt, *A History of Portuguese Overseas Expansion, 1400-1668* (London: Routledge,
2005): 62-90

A.R. Disney, "Vasco da Gama's Reputation for Violence: The alleged atrocities at Calicut in
1502," *Indica* 32/1 (1995): 11-28 - reprinted in *The Portuguese in India and Other
Studies, 1500-1700*, XVIII (Burlington, VT: Ashgate, 2009)

19 & 21 November – Meanwhile, Back Home: The Reformation and the Dutch Revolt

Readings:

Francis Xavier in India: <http://www.fordham.edu/halsall/mod/1543xavier1.html>

The Travels of Mendes Pinto, ed. & trans. Rebecca D. Catz (Chicago: University of Chicago
Press, 1989): 453-468

R. Po-Chia Hsia, *The World of Catholic Renewal, 1540-1770* (Cambridge: Cambridge University
Press, 1998): 178-193

Joy L.K. Pachuau, "The Spiritual Concerns of a Mercantilist Empire: Church-State Relations in
Sixteenth- and Seventeenth-Century Portuguese India," *Studies in History* 20/1 n.s.
(2004): 31-58

26 & 28 November – The Decline of the Portuguese Abroad

Readings:

The Voyage of John Huyghen Van Linschoten to the East Indies, ed. A.C. Burnell, vol. I, Hakluyt Society 1st ser. vol. 70. (1885; reprint New York: Burt Franklin, 1970): 183-189; 199-204

A.R. Disney, *Twilight of the Pepper Empire* (Cambridge, MA: Harvard University Press, 1978): 50-70

Ivo Kamps, "Colonizing the Colonizer: A Dutchman in *Asia Portuguesa*," in *Travel Knowledge: European "Discoveries" in the Early Modern Period*, ed. Ivo Kamps and Jyotsna G. Singh (New York: Palgrave, 2001): 160-183

Secondary source assignment due

3 & 5 December – The Other European Empires

Readings:

Tonio Andrade, "Beyond Guns, Germs and Steel: European Expansion and Maritime Asia, 1400-1750," *Journal of Early Modern History* 14 (2010): 165-86

Adam Clulow, "European Maritime Violence and Territorial States in Early Modern Asia, 1600-1650," *Itinerario* 33 (2009): 72-94

Hostages to Memory: The Americans and Their Civil War

Professor Craig Simpson

7 January – Essential Research Strategies: How to Writing a Winning Paper
Liz Mantz, D.B.Weldon Library

9 January – The Origins of the Nineteenth-Century Crisis

Readings:

Wells, *A House Divided*, chaps. 1 and 2

14 & 16 January

The Context: Politics and Society in Antebellum America

Lincoln and the Fate of the Union

Readings:

Wells, *A House Divided*, chaps. 3, 4 and 5

21 & 23 January

The War: Grant, Sherman, Shiloh, and the Western Theatre

The War: Lee, "Stonewall" Jackson, Gettysburg, and the Eastern Theatre

Readings:

Wells, *A House Divided*, chaps. 6 and 7

28 & 30 January

"With Malice Toward None": The War in Memory and Desire

Slaves, Freedmen, and the First Civil Rights Movement

Readings:

Wells, *A House Divided*, chaps. 8 and 9

4 & 6 February

The Rise of Big Business

Women and Men in late Nineteenth-Century America

Readings:

Wells, *A House Divided*, chaps. 10 and 11

****Bibliography assignment due****

11 & 13 February

Lincoln's America; America's Empire I

Lincoln's America; America's Empire II

Readings:

Wells, *A House Divided*, chaps. 12 and 13

18 & 20 February – Conference Week – no class

The First World War – Professor Jonathan F. Vance

25 & 27 February – Before: A World of Silence

The Old World

The New World

Readings:

J. Castell Hopkins, *Canada at War: A Record of Heroism and Achievement, 1914-1918* (1919):
chap. 1

L.M. Montgomery, *Rilla of Ingleside* (Toronto: McClelland & Stewart, 1920): chaps. 3 and 4

Amy Tector, "A Righteous War: L.M. Montgomery's Depiction of the First World War in *Rilla of Ingleside*," *Canadian Literature* 179 (2003): 72-86

4 & 6 March – The Generation of 1914

Enthusiasm for War

Not Over by Christmas

Readings:

Nic Clarke, "'You will not be going to this war': The Rejected Volunteers of the First
Contingent of the Canadian Expeditionary Force," *First World War Studies* 1/2 (2010):
161-183

Tim Cook, "'He was determined to go': Underage Soldiers in the Canadian Expeditionary
Force," *Histoire sociale/Social History* 41 (2008): 41-74

Paul Maroney, "'The Great Adventure': The Context and Ideology of Recruiting in Ontario,"
Canadian Historical Review 77 (1996):62-98

11 & 13 March – A War of Frightfulness

Gas, Bombs, and Submarines

The Realities of Modern War

Readings:

Tim Cook, "Creating the Faith: Canadian Gas Services in the First World War," *Journal of Military History* 62/4 (1998): 755-786

Jonathan F. Vance, *High Flight: Aviation and the Canadian Imagination* (Toronto: Penguin, 2002): chap. 2

The Sinking of the *Llandovery Castle*

18 & 20 March – Breaking the Deadlock

Westerners

Easterners

Readings:

Tim Cook, "The Blind Leading the Blind: The Battle of the St Eloi Craters," *Canadian Military History* 5/2 (1996): 24-36

Report on the Operations of 31st Battalion in the Neighbourhood of St Eloi, 3-9 April 1916

War Diary, 31st Battalion, Canadian Expeditionary Force, April 1916

Account by Lieut.-Col. A.H. Bell, 31st Battalion

25 & 27 March – The End: Revolution and Pandemic

The Worst Winter

The War Opens Up

Readings:

A.M. Willms, "Conscription 1917: A Brief for the Defence," *Canadian Historical Review* 37 (1956)

Henri Bourassa, "Win the War," and *Lose Canada*, 4 July 1917

Sir Wilfrid Laurier's Election Manifesto, 4 November 1917

Sir Robert Borden's Election Manifesto, 11 November 1917

Short research paper due

1 & 3 April – After: A World of Noise

Canada As It Might Be

Canada As It Was

Readings:

Paul Gough, "Sites in the Imagination: The Beaumont Hamel Newfoundland Memorial on the Somme," *Cultural Geographies* 11 (2004): 235-258

Robert J. Harding, "Glorious Tragedy: Newfoundland's Cultural Memory of the Attack on Beaumont Hamel, 1916-1925," *Newfoundland and Labrador Studies* 21/1 (2006): 3-40

P. Whitney Lackenbauer, "War, Memory and the Newfoundland Regiment at Gallipoli," *Newfoundland Studies* 15/2 (1999): 176-214

8 April – The War's Long Shadow

10 April – Course conclusion - Professors McGlynn, Simpson, Vance, and Young

Tutorial sections

Tutorial	Time	Place	Instructor
002	Thurs 4:30-5:30pm	UC 201	M. McGlynn
003	Wed 04:30-05:30 pm	UC 137	C. Young
004	Thurs 09:30-10:30am	UC 137	C. Simpson
005	Wed 3:30-4:30pm	KB K208	M. McGlynn
006	Fri 10:30-11:30am	UC 287	J. Vance
007	Thurs 11:30-12:30pm	StvH 3101	C. Simpson
008	Fri 11:30-12:30pm	StvH 3101	J. Vance
009	Thurs 04:30-05:30pm	UC 137	C. Young
010	Thur 11.30am-12.30pm	StvH 2166	J. Vance
011	Thurs 12.30-1.30pm	StvH 2166	M. McGlynn
012	Thur 1.30-2.30pm	StvH 2166	C. Simpson
013	Thurs 03.30-4.30pm	UC 137	C. Young

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

THE UNIVERSITY OF WESTERN ONTARIO
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca