

Western University
Department of History
2012-2013

History 4709E - The First World War: A Revolutionary Experience

Stevenson Hall 3101

Tuesday 11:30 AM - 1:30 PM

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This research-intensive course is intended to provide an examination of selected aspects of the First World War, including its origins and aftermath, in a variety of combatant nations. Among the themes to be discussed are the alliance system, the experience of battle, conflicts on the home front, social factors, strategic and tactical decision-making, and the memory of the war. Students will have an opportunity to debate the most contentious historiographical issues surrounding the war and use a wide range of primary-source materials, both in discussions and assignments.

Texts:

Students should purchase the following texts, which will be used throughout the year:

Hew Strachan, *The Oxford Illustrated History of the First World War* (2000)

George Walter, *The Penguin Book of First World War Poetry* (2006)

Additional readings are available on the course website.

Assignments:

Poetry analysis (30 October 2012) 10%

Document analysis (4 December 2012) 15%

Film review / Family biography (22 January 2013) 15%

Seminar presentation and participation 20%

Major research essay (9 April 2013) 40%

Poetry analysis

Students will write a short analysis, roughly 500 words in length, of a poem from George Walter's *The Penguin Book of First World War Poetry* (you may *not* write about a poem that appears on the syllabus for the first seven weeks of the course). It should not be a literary analysis, but rather should focus on the poem as an historical document, discussing the author and the context of the work and identifying any terms or proper names that are significant. Although some research beyond the course materials will be required, the assignment is intended primarily to evaluate your writing skills – grading will be based primarily on the clarity of expression. A sample poetry analysis can be found on the course website.

Document analysis

You will be given an original document from the First World War to research and analyze. You should approach it as an exercise in historical detection – how much can the document tell you about the time, and about the people and events to which it refers? Your analysis should be at least five pages in length. Because of the nature of the assignment, your analysis does not need a thesis statement, like a normal research paper, nor does it need to be presented in prose paragraphs – point form or bulleted sections is acceptable. It should include reference notes and a

bibliography. The evaluation will be based largely on the depth and quality of the research. A sample document and analysis can be found on the course website.

Film review / Family biography

For this assignment, students will choose one of two options. You may write a critical review that examines a film from the list below. You should not simply summarize the film, but rather explain its place and significance in the historiography of the First World War. You should also discuss how the film illuminates the history of the events it describes, and what it says about the time it was made. In doing so, you should feel free to consult other critical reviews of the film. The review should be four to five pages in length, and written in proper scholarly format. You will find some notes for the film review on the course website. For further information on the films, including plot summaries, casts, and production details, consult the invaluable Internet Movie Database, <http://www.imdb.com/>

The African Queen (1951)

All Quiet on the Western Front (1930)

Beneath Hill 60 (2010)

The Big Parade (1925)

The Blue Max (1966)

Capitaine Conan (1996)

Darling Lili (1970)

The Dawn Patrol (1930)

A Fairy Tale (1997)

A Farewell to Arms (1932)

The Fighting 69th (1940)

The Four Horsemen of the Apocalypse
(1921)

Gallipoli (1981)

La Grande Illusion (1937)

Hell's Angels (1930)

Johnny Got His Gun (1971)

Joyeux Noël (2005)

Lawrence of Arabia (1962)

The Lighthorsemen (1987)

The Lost Battalion (2001)

My Boy Jack (2007)

Oh! What A Lovely War (1969)

The Razor's Edge (1984)

Regeneration (1997)

Sergeant York (1941)

The Trench (1999)

A Very Long Engagement (2004)

What Price Glory? (1952)

Wings (1927)

Alternately, you may research and write a biography of a family member who served in the military during the First World War. If you are interested in this option, you should see me as soon as possible to begin the process of locating sources. The biography should be six to eight pages in length, and written in proper scholarly format. This option can also be chosen for the major research essay.

Seminar presentation and participation

The success of the seminar 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 will be assessed on an ongoing basis throughout the year. Each student will also be required to prepare a brief oral presentation (10 minutes) on some aspect of the session's readings (the specific question to be addressed will be given to you two weeks before your presentation). A schedule of presentations is posted on my office door. You should sign up early to secure the subject of your choice.

Major research essay

Students will write a research paper on a topic of their choice, to be arrived at in consultation with the instructor. In selecting a topic, you should be as imaginative as possible, bearing in mind the availability of sufficient primary materials (upon which the essay must be largely based) and the soundness of the topic in a theoretical sense. The paper should be roughly 20 pages in length and must be presented in proper scholarly format.

***** Note:** Late assignments will be subject to a deduction of two marks per day. Assignments submitted more than seven days after the due date will not be graded.

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

Course Expectations and Outcomes:

By the end of this course, students should be able to:

- show familiarity with accurate factual information about a wide range of people, groups, events, and documents relating to the First World War, and understand their significance
- demonstrate superior oral and written communication skills
- analyze secondary sources, including their documentary basis, methods, arguments, strengths, limitations, potential implications, and significance for the field
- solve research problems by identifying a topic, refining it to a significant and answerable historical question, determining the essential components of the argument, organizing those components in essay form, and drawing conclusions
- appreciate and understand the nature of the First World War in the context of its own time
- grasp the ongoing impact of the First World War in various societies and in various ways

Seminar schedule:

11 September - Introduction

18 September - The Road to War

Samuel R. Williamson, 'The Origins of the War' [in Strachan book]

Thomas H. Russell, *The World's Greatest War* (1914), ch. 1

J. William White, *A Primer of the War: Written and Compiled by an American* (1914), ch. 2

25 September - August 1914

L.M. Montgomery, *Rilla of Ingleside* (1920), ch. 3 and 4

Robert Rutherford, "Canada's August Festival: Communitas, Liminality, and Social Memory,"
Canadian Historical Review 77 (1996)

Geoffrey Faber, 'The Eve of War' (4)

Isaac Rosenberg, 'On Receiving the First News of the War' (5)

John Masefield, 'August, 1914' (8)
Rupert Brooke, '1914: Peace' (11)
John Freeman, 'Happy is England Now' (12)
Rudyard Kipling, 'For All We Have and Are' (13)

2 October - Grand Strategies

L.L. Farrar, 'The Strategy of the Central Powers, 1914-1917' [in Strachan book]
David French, 'The Strategy of the Entente Powers, 1914-1917' [in Strachan book]
Joseph Joffre, The Battle of the Frontiers and the Retreat to the Marne, August - September 1914
French Memorandum to the Second Inter-Allied Conference, Chantilly, 5 December 1916
Paul von Hindenburg on the Battle of Verdun

9 October - Gas Warfare

Anthony R. Hossack, 'The First Gas Attack'
Sir John French on the Use of Poison Gas at the Second Battle of Ypres, 15 June 1915
German Statement on the Use of Poison Gas at the Second Battle of Ypres, 25 June 1915
Ellwood B. Spear, 'Some Problems of Gas Warfare,' *Scientific Monthly* 8/3 (March 1919)
Leo van Bergen and Maartje Abbenhuis, 'Man-monkey, Monkey-man: Neutrality and the Discussions about the "Inhumanity" of Poison Gas in the Netherlands and International Committee of the Red Cross,' *First World War Studies* 3/1 (2012)
Wilfred Owen, 'Dulce et Decorum est' (141)

16 October - Atrocities

The Bryce Report, 12 May 1915
John Horne and Alan Kramer, 'German "Atrocities" and Franco-German Opinion, 1914: The Evidence of German Soldiers' Diaries,' *Journal of Modern History* 66/1 (1994)
Edward Thomas, 'This is no case of petty Right or Wrong' (15)
Charles Hamilton Sorley, 'To Germany' (15)

23 October - Propaganda

J.M. Winter, 'Propaganda and the Mobilization of Consent' [in Strachan book]
Jessie Pope, 'The Call' (21)
E.A. Mackintosh, 'Recruiting' (22)
Siegfried Sassoon, 'Blighters' (181)
Wilfrid Gibson, 'Ragtime' (182)
Osbert Sitwell, 'Ragtime' (183)
Wilfred Owen, 'Smile, Smile, Smile' (211)
Propaganda posters [links on course website]

30 October - Defending Freedom by Restricting Freedom? **** poetry analysis due ****

J.A. Turner, 'The Challenge to Liberalism: The Politics of the Home Fronts' [in Strachan book]
The Defence of the Realm Act, 1914
The War Measures Act, 1914; The Military Service Act, 1917; The Wartime Elections Act, 1917

6 November - Remembrance Day

Christina Theodosiou, 'Symbolic Narratives and the Legacy of the Great War: The Celebration of Armistice Day in France in the 1920s,' *First World War Studies* 1/2 (2010)

St John Adcock, 'The Silence' (239)

Edward Shanks, 'Armistice Day, 1921' (241)

Armistice Day / Remembrance Day programs [on course website]

13 November - Conscientious Objection

James McDermott, 'Conscience and the Military Service Tribunals during the First World War: Experiences in Northamptonshire,' *War in History* 17/1 (2010)

D.H. Lawrence, 'Rondeau of a Conscientious Objector' (28)

20 November - War as a Gendered Experience?

Gail Braybon, 'Women, War, and Work' [in Strachan book]

Janet Lee, 'A Nurse and a Soldier: Gender, Class and National Identity in the First World War Adventures of Grace McDougall and Flora Sandes,' *Women's History Review* 15/1 (2006)

Jessie Pope, 'War Girls' (169)

Jessie Pope, 'Socks' (189)

Theresa Hooley, 'A War Film' (190)

Vera Brittain, 'The Superfluous Woman' (255)

May Wedderburn Cannan, 'Lamplight' (261)

27 November - The Riddle of Trench Warfare

Robin Prior and Trevor Wilson, 'Eastern Front and Western Front' [in Strachan book]

Holger H. Herwig, 'The German Victories, 1917-1918' [in Strachan book]

Tim Travers, 'The Allied Victories, 1918' [in Strachan book]

4 December - TEWT ** document analysis due **

8 January - Movie Day

15 January - Morale, Mutiny, and Desertion

David Englander, 'Mutinies and Military Morale' [in Strachan book]

Douglas Gill and Gloden Dallas, 'Mutiny at Étaples Base in 1917,' *Past & Present* 69 (1975)

Rudyard Kipling, 'Epitaphs: The Coward' (162)

Gilbert Frankau, 'The Deserter' (163)

Ivor Gurney, 'Portrait of a Coward' (206)

22 January - The Trial of Private George West Arnold ** film review / family biography due **

29 January - Religion and Mysticism

Arthur Machen, *The Bowmen* (1915)

J.F. Vance, *Death So Noble: Memory, Meaning and the First World War* (1997), ch. 2

Henry Van Dyke, *The Broken Soldier and the Maid of France* (1919)

J.C. Squire, 'The Dilemma' (19)

Wilfrid Gibson, 'The Conscript' (27)

Marjorie Pickthall, 'Marching Men' (43)

Siegfried Sassoon, 'The Redeemer' (62)

Siegfried Sassoon, 'They' (205)

G.A. Studdert Kennedy, 'Dead and Buried' (232)

5 February - The Air War

John H. Morrow, 'The War in the Air' [in Strachan book]

Florian Schnürer, 'But in death he has found victory: The Funeral Ceremonies for the "Knights of the Sky" during the Great War as Transnational Media Events,' *European Review of History* 15/6 (2008)

J.F. Vance, *High Flight: Aviation and the Canadian Imagination* (2002), ch. 2

Wilfrid Gibson, 'Air-Raid' (185)

Nancy Cunard, 'Zeppelins' (186)

12 February - The US Intervention

David Trask, 'The Entry of the USA into the War and its Effects' [in Strachan book]

Woodrow Wilson, 'Peace Without Victory,' 22 January 1917

Woodrow Wilson on US Declaration of War with Germany, 2 April 1917

Formal US Declaration of War with Germany, 6 April 1917

Woodrow Wilson, 'Fourteen Points,' 8 January 1918

Woodrow Wilson's Addendum to the Fourteen Points, 11 February 1918

19 February - Conference week - no class

26 February - Russia

John Horne, 'Socialism, Peace, and Revolution, 1917-1918' [in Strachan book]

5 March - The Peace

David Stevenson, 'War Aims and Peace Negotiations' [in Strachan book]

Zara Steiner, 'The Peace Settlement' [in Strachan book]

President Raymond Poincaré's Address, 18 January 1919

Woodrow Wilson's Opening Address, 18 January 1919

David Lloyd George's Opening Address, 18 January 1919

Georges Clemenceau's Opening Address, 18 January 1919

Report of the Commission to Determine War Guilt, 6 May 1919

The Treaty of Versailles, 28 June 1919

Siegfried Sassoon, 'Everyone Sang' (226)

Osbert Sitwell, 'Peace Celebration' (227)

May Wedderburn Cannan, 'Paris, November 11, 1918' (228)

12 March - War Literature

Modris Eksteins, 'The Memory of the War' [in Strachan book]

Charles Yale Harrison, *Generals Die in Bed* (1930)

J.F. Vance, 'The Soldier as Novelist: Literature, History and the Great War,' *Canadian Literature: A Quarterly of Criticism and Review* 179 (2003)

Ivor Gurney, 'War Books' (265)

19 March - Veterans

Bruce Scates, 'Soldiers' Journeys: Returning to the Battlefields of the Great War,' *Journal of the Australian War Memorial* 40 (2007)

Robert Graves, 'The Survivor Comes Home' (171)

Margaret Postgate Cole, 'The Veteran' (213)

Siegfried Sassoon, 'Repression of War Experience' (214)

Wilfred Owen, 'Mental Cases' (218)

Robert Graves, 'Two Fusiliers' (230)

Wilfred Owen, 'Disabled' (252)

Ivor Gurney, 'Strange Hells' (254)

26 March - Mourning and Commemoration

Michael Durey, "The Great Trust: Mrs Edith Ash's Campaign of Remembrance, 1916-1954," *History* 96 (2011)

John Stephens, "'The Ghosts of Menin Gate': Art, Architecture and Commemoration," *Journal of Contemporary History* 44/1 (2009)

R.J. Wilson, 'Remembering and Forgetting the Great War in New York City,' *First World War Studies* 3/1 (2012)

Ivor Gurney, 'Butchers and Tombs' (152)

Laurence Binyon, 'For the Fallen' (235)

Charlotte Mew, 'The Cenotaph' (237)

Siegfried Sassoon, 'Memorial Tablet (Great War)' (244)

Rudyard Kipling, 'Epitaph: Common Form' (245)

Siegfried Sassoon, 'On Passing the New Menin Gate' (247)

Philip Johnstone, 'High Wood' (257)

Robert Graves, 'Recalling War' (263)

Siegfried Sassoon, 'Aftermath' (267)

2 April - no class - work on your research essays !!!

9 April - Conclusion ** **research essay due** **

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