

**Western University  
Department of History  
2015-2016**

**History 1810E – Wars That Changed the World**

Lectures: Monday & Wednesday 2:30PM - 3:30PM – Middlesex College (MC) 110

Professor Brock Millman

Lawson Hall 2224

[bmillman@uwo.ca](mailto:bmillman@uwo.ca)

Office hours: Wednesdays noon-2PM

Professor Laurel Shire

Lawson Hall 2226

[lshire@uwo.ca](mailto:lshire@uwo.ca)

Office hours: Thursdays 1PM – 3PM

Professor Geoffrey Stewart

Lawson Hall 2237

[gstewa4@uwo.ca](mailto:gstewa4@uwo.ca)

Office hours: Wednesdays noon-2PM

Professor Jonathan F. Vance

Lawson Hall 2247

[jvance@uwo.ca](mailto:jvance@uwo.ca)

Office hours: Mondays 1PM-2PM

Wednesdays noon-2PM

This course examines in detail four transformational wars in the history of the world – the Crusades, the U.S. Civil War, the First World War, and the Vietnam 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 Robyn Schwarz and Lisa-Marie Murphy-Gemmill. They will not necessarily 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

# Western University, Department of History, 2015-2016

## History 1810E – Wars That Changed the World

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### Textbooks

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

Christopher Tyerman, *The Crusades: A Very Short Introduction* (Oxford: Oxford University Press, 2004)

Chandra Manning, *What This Cruel War Was Over: Soldiers, Slavery, and the Civil War* (New York: Knopf, 2007)

Mark Atwood Lawrence, *The Vietnam War: A Concise International History* (Oxford: Oxford University Press, 2008)

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

### Assignments

Secondary source assignment (due week of 19 October 2015)	15%
Annotated bibliography assignment (due weeks of 9 November and 30 November 2015)	15%
Primary source document analysis (due week of 1 February 2016)	15%
Short research paper (due week of 28 March 2016)	15%
Tutorial participation	10%
Mid-term examination (December 2015 - date TBA)	15%
Final examination (April 2016 - 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 OWL course website 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 and 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

## **Western University, Department of History, 2015-2016 History 1810E – Wars That Changed the World**

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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](http://www.uwo.ca/univsec/handbook/exam/crsout.pdf)]

### **Secondary source assignment:**

Using two secondary sources from the weeks of 19 October or 26 October, identify the genre of each source, and examine how they could contribute to the development of a research paper. ‘Genre’ refers here to the style of analysis: ‘economic history’, ‘social history’, ‘military history’ and so on. Consider the sources employed, the methods used, the assumptions made. Consider especially how the arguments advanced can be viewed as complementary or conflicting. 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 19 October 2014\*\***

### **Annotated bibliography assignment:**

This assignment is designed to allow you to “follow your own adventure” in 19<sup>th</sup> century U.S. history as you learn how to conduct historical research like a scholar. You may choose any topic in U.S. history from 1800 to 1900 for this project. The first part of the assignment is a preliminary research report, which you might think of as a “lab report” that will reflect that you completed each step of the assignment (described in detail on the assignment sheet on OWL) and what you learned along the way (Preliminary Research Report is due in your tutorial in the week of 9 November). The second half of the assignment requires you to read and analyze 10-15 of the sources you found in your research and annotate them, culminating in a scholarly Annotated Bibliography on your subject (due in your tutorial in the week of 30 November). Examples of a correctly completed Preliminary Research Report and examples of bibliographic annotations will be posted on OWL.

**\*\*Due weeks of 9 November and 30 November 2015\*\***

### **Primary source 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? Because of the nature of the assignment, it does not need a thesis statement, like a conventional research paper. It should include reference notes and a bibliography. A sample analysis can be found on the course website.

**\*\*Due week of 1 February 2016\*\***

### **Short research paper:**

Each student will write a short research paper on some aspect of the Vietnam 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

## **Western University, Department of History, 2015-2016 History 1810E – Wars That Changed the World**

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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 28 March 2016\*\***

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 offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

# Western University, Department of History, 2015-2016

## History 1810E – Wars That Changed the World

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### Support Services:

Students who are in emotional or mental distress should refer to Mental Health@Western (<http://www.uwo.ca/uwocom/mentalhealth/>) for a complete list of options of how to obtain help.

### Lecture Schedule

#### NB - Tutorials begin the week of 21 September

**14 September – Course introduction** - Professors Millman, Shire, Stewart, and Vance

#### **16 September – The Lightning Round**

- Introduction to the Vietnam War – Professor Stewart
- Introduction to the First World War – Professor Vance
- Introduction to the U.S. Civil War – Professor Shire

### The Crusades – Professor Brock Millman

**\*\*All secondary sources and primary documents are available on OWL as ‘Crusades Resources,’ or as electronic resources through the library server\*\***

#### **21 & 23 September: Background and Context**

##### Readings:

Christopher Tyerman, *The Crusades: A Very Short Introduction*, Introduction and Chapter One.

Paul Stephenson, “Byzantium Transformed c. 950-1200,” *Medieval Encounters* 10/1-3, pp. 185-220

Jason Roch, “In the Wake of Manzikert. The First Crusade and the Alexian Reconquest of Western Anatolia,” *History* 94/314 (2009), pp. 135-153

##### Primary Sources:

Anna Comnena, *The Alexiad* (Cambridge, ON: In Parenthesis, 2000), Elizabeth Dawes trans. Book 10, pp. 176-190

Philip Hitti & Usamah ibn Muniqdh, “An Appreciation of the Frankish Character,” in *Arab Syrian Gentleman and Warrior in the Period of the Crusades* (New York: Columbia University Press, 2000), pp. 161-170

#### **28 & 30 September: Why Crusade?**

##### Readings:

Tyerman, *The Crusades*, Chapter Five.

Carl Erdmann, *The Origin of the Idea of Crusade* (Princeton: Princeton University Press, 1977), Introduction, pp. 3-34

## Western University, Department of History, 2015-2016 History 1810E – Wars That Changed the World

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Jean Flori, “Knightly Society,” *The New Cambridge Medieval History* (Cambridge: Cambridge University Press, 2008), vol. 4, pp. 148-184

Mark Muntzinger, “The Profits of the Cross: Merchant Involvement in the Baltic Crusade,” *Journal of Medieval History* 32 (2006), pp. 163-185

### Primary Sources:

Urban II: Speech at Council of Clermont, According to Fulcher of Chartres (Available online at <http://legacy.fordham.edu/halsall/source/urban2-fulcher.html>)

### **5 & 7 October: Crusades to the Holy Land, 1096-1291**

#### Readings:

Rapport, *The Crusades*, Chapter Two

Connor Costick, “Courage and Cowardice On The First Crusade, 1096-1099”, *War in History* 20/1 (2013), pp. 32-49

Peter Edbury, “The Crusader States”, *The New Cambridge Medieval History* (Cambridge: Cambridge University Press, 2008), vol. 5, pp. 590-606

#### Primary Sources:

The Siege and Capture of Jerusalem, Collected Accounts (Available on line at <http://legacy.fordham.edu/halsall/source/cde-jlem.asp#gesta2>)

### **12 October: Thanksgiving –no lecture**

### **14 October: Crusades in Europe**

#### Readings:

Rapport, *The Crusades*, Chapter Three.

Michael Burleigh, “The Military Orders in the Baltic,” *The New Cambridge Medieval History* (Cambridge: Cambridge University Press, 2008), vol. 5, pp. 743-753

David Power, “Who Went On the Albigensian Crusade?,” *English Historical Review* 128/534 (October 2013), pp. 1047-1085

Primary Source: *Cantar de Mio Cid*, Cantar Two, verses LXXVIII-XCV (available on line at <http://omacl.org/Cid/cantarII.html>).

Jessie Crosland (trans.), *Song of Roland*, (Cambridge, ON: In Parenthesis, 1999), pp. 30-49 (verses 112-179)

### **19 & 21 October: Correlation of Forces**

#### Readings:

Rapport, *The Crusades*, Chapter Six.

## Western University, Department of History, 2015-2016 History 1810E – Wars That Changed the World

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Adrian Boss, “The Defence of the Latin East”, *Crusader Archeology: The Material Culture of the Latin East* (Routledge: London, 1999), pp. 91-122

Peter Burkholder, “Popular Misconceptions of Medieval Warfare,” *History Compass* 5/2 (March 2007), pp. 507-524

John French, “Crusading Warfare and Its Adoption to Eastern Conditions in the Twelfth Century”, *Mediterranean Historical Review* 15/2 (December 2000), pp. 49-66

R.C. Smail, *Crusading Warfare* (Cambridge: Cambridge University Press, 1956), chap. 4, pp. 64-85

### Primary Sources:

The Battle of Hattin, Four Accounts (available on line at <http://deremilitari.org/2014/01/the-battle-of-hattin-1187-four-accounts/>)

### **\*\* Secondary source assignment due \*\***

#### **26 October: Winners and Losers**

##### Readings:

Rapport, *The Crusades*, Chapter Four

Richard Pryor, “The Maritime Republics”, *The New Cambridge Medieval History* (Cambridge: Cambridge University Press, 2008), vol. 5, pp 417-446

John Smith, “Ayn Jālūt: Mamlūk Success or Mongol Failure?,” *Harvard Journal of Asiatic Studies* 44/2 (December 1984), pp. 307-345

William Urban, “Victims of the Baltic Crusades,” *Journal of Baltic Studies* 29/3 (Fall 1998)

James Waterson, “The Mamelukes,” *History Today* 56/3 (March 2006). (Available online at <http://www.historytoday.com/james-waterson/mamluks>)

##### Primary Source:

The Seventh Crusade (1249) according to Abu al-Faraj (available online at <http://deremilitari.org/2014/01/the-seventh-crusade-1249-according-to-abu-al-faraj-gregory-bar-hebraeus/>)

#### **28 October: Why Do I Care (i.e. how did this change the world)?**

##### Readings:

Rapport, *The Crusades*, Chapter Seven

Normal Housley, “The Crusades and Islam,” *Medieval Encounters* 13 (2007), pp. 189-208.

Daniel Johnson, “How To Think About The Crusades,” *Commentary* 120/1 (July/August 2005), pp. 46-51

# Western University, Department of History, 2015-2016

## History 1810E – Wars That Changed the World

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### Primary Source:

Address To a Joint Session of Congress and the American People, 20 September 2001 (available on line at <http://georgewbush-whitehouse.archives.gov/news/releases/2001/09/20010920-8.html>).

\*\* Fall Study Break – no tutorial meetings\*\*

## The U.S. Civil War - Professor Laurel Shire

\*\*Complete the assigned readings *before* attending the corresponding lecture\*\*

### **2 & 4 November**

#### **Lecture 1. Introduction: Slavery and American Memory**

Read:

1. Manning, *What This Cruel War Was Over*, Introduction and Conclusion, pp. 3-18, 213-222

Recommended watching: *Amistad*, Dir. Steven Spielberg, DreamWorks SKG, 1997 and *12 Years a Slave*, Dir. Steve McQueen, Regency Enterprises, 2013.

#### **Lecture 2. Origins of the Political Crisis: Expansion and Slavery**

Read:

1. Adam Rothman, "Slavery and National Expansion in the United States," and Calvin Schermerhorn, "The Everyday Life of Enslaved People in the Antebellum South," *OAH Magazine of History* 23:2 (April 2009): 23-36
2. Jim Buss, John Lauritz Larson, and John R Van Atta, "The Slaveholder's Dilemma," from "Lessons on Market Revolution: What's a Body to Do? A Series of Personal Dilemmas," *OAH Magazine of History* 19:3 (May 2005): 36-39

**Assignment:** write 150-300 word letter to your abolitionist grandmother as described in "The Slaveholder's Dilemma" – type it up, print it out, bring it to lecture, and ***put only your tutorial leader's name and your student number (NOT YOUR NAME) on the letter***

### **9 & 11 November**

#### **Lecture 3. Secession and War: Election 1860 to First Bull Run, 1861**

Read:

1. Manning, *What This Cruel War Was Over*, Ch. 1, pp. 19-52
2. Primary documents: South Carolina's Declaration of Secession; State of Mississippi, "A Declaration of the Immediate Causes which Induce and Justify the Secession of the State of Mississippi from the Federal Union;" Lincoln's First Inaugural Address; Alexander Stephens, "Corner Stone Speech"

Recommended watching: *Glory*, Dir. Edward Zwick, Perf. Matthew Broderick, Denzel Washington, and Cary Elwes, TriStar Pictures, Freddie Fields Productions, 1989



# Western University, Department of History, 2015-2016

## History 1810E – Wars That Changed the World

---

### Lecture 4. Politics, Conscription, and Military Reverses in 1861-1862

Read:

1. Manning, *What This Cruel War Was Over*, and Ch. 2, pp. 53-80
2. Primary sources: excerpts from slave narratives by Harriet Jacobs and Solomon Northup, links to online texts are posted on OWL. From *12 Years A Slave* (1853), read Chapters 1, 3 and beginning of 4 (Eliza's story), 6, 12, 18, 22. From *Incidents in the Life of a Slave Girl*, read pages v-5 (note, preface and intro), Chapters 1, 3, 5-8, 10, 15, 17, 21, 24, 29. Note that you may find these narratives of enslavement emotionally distressing.

**\*\*Preliminary Research Report due the week of 9 November\*\***

### 16 & 18 November

### Lecture 5. The “Revolution” in 1862-63: Emancipation, Black Enlistment, and Riots

Read:

1. Manning, *What This Cruel War Was Over*, Chs. 3-4, pp. 81-145
2. Anthony E. Kaye, “Slaves, Emancipation, and the Powers of War: Views from the Natchez District of Mississippi” in Joan Cashin, Editor, *The War Was You and Me: Civilians in the American Civil War*, pp. 60-84.
3. Primary documents: Spotswood Rice's letters; A. Lincoln, “The Emancipation Proclamation;” and “How to Escape the Draft,” *Harper's Weekly*, August 1, 1863

Recommended watching: *Gangs of New York*, Dir. Martin Scorsese, Miramax, 2002; especially this clip: <https://www.youtube.com/watch?v=mdwLxOK7xLc>

### Lecture 6. Americans Grow Weary as the Bloodshed Continues, 1864-1865

Read:

1. Manning, *What This Cruel War Was Over*, Ch. 5, pp. 146-180
2. Drew Gilpin Faust, “Altars of Sacrifice: Confederate Women and the Narratives of War,” *The Journal of American History*, Vol. 76, No. 4 (Mar., 1990), pp. 1200-1228
3. Primary documents: Cox-McTiere Family letters (1854, 1862, 1864); “Sowing and Reaping,” *Frank Leslie's Illustrated Newspaper*, May 23, 1863, links on OWL.

### 23 & 25 November

### Lecture 7. Jefferson Davis in a Dress: Union Victory and Southern Defeat

Read:

1. Manning, *What This Cruel War Was Over*, Ch. 6, pp. 181-212
2. Nina Silber, “Intemperate Men, Spiteful Women, and Jefferson Davis,” *American Quarterly*, Vol. 41, No. 4 (Dec., 1989), pp. 614-635
3. Primary documents: Grant & Lee: The Surrender Correspondence at Appomattox; Robert E. Lee's Farewell Address (General Order No. 9)

**Western University, Department of History, 2015-2016**  
**History 1810E – Wars That Changed the World**

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**Lecture 8. The Possibilities of Reconstruction**

Read:

1. Eric Foner, “America’s Reconstruction: People and Politics After the Civil War,” an online exhibit; read the first five sections listed in the left margin: the Introduction, A New Birth of Freedom, The Meaning of Freedom, From Slave Labor to Free Labor, and Rights and Power (including the 14<sup>th</sup> and 15<sup>th</sup> Amendments and the 1866 Civil Rights Bill).
2. Primary documents: “We Are Left in a More Unpleasant Condition than Our Former” (includes a Georgia Labor Contract); “Black Codes;” “Freedmen’s Bureau Records;” Sharecropping Contract at <https://chnm.gmu.edu/courses/122/recon/contract.htm>

**30 November & 1 December**

**Lecture 9. Retreat from Reconstruction: The U.S.A Abandons the Freedpeople**

Read:

1. Eric Foner, “America’s Reconstruction: People and Politics After the Civil War,” online exhibit; read The Ending of Reconstruction and Epilogue (the last two sections listed in the left margin).
2. Primary sources: “The Ku Klux Klan: Petitions from African Americans to Congress,” Ida B. Wells-Barnett, “The Lynch Mob’s Thread-Bare Lie” and “A Negro’s Life Is a Very Cheap Thing in Georgia;” view images at [withoutsanctuary.org](http://withoutsanctuary.org)

Note that you may feel emotional distress when reading or viewing these sources on lynching (be prepared to read about and see images of horrific violence).

**Lecture 10. The Lost Cause: How the North Won the War but Lost the Battle over its Remembrance**

Read:

1. Gary W. Gallagher and Alan T. Nolan, Editors, *The Lost Cause and Civil War History*, pp. 1-33
2. Listen/watch: David Blight, “Race and Reunion: The Civil War in American Memory”
3. Primary sources: Chapter XXVIII (28) from Margaret Mitchell, *Gone with the Wind* (1936), clip from *Birth of a Nation*, Dir. D. W. Griffith, David W. Griffith Corp., 1915; “The Myth of Black Confederates,” and this blog post from a white Southern believer in black confederates, “PoP Southern” - <http://blackconfederates.blogspot.ca/>

Recommended watching: *C.S.A.: the Confederate States of America*, Dir. Kevin Wilmott, IFC Films, 2004 (a mockumentary, available on Youtube) – be sure you watch the last 10 minutes.

**\*\*Annotated Bibliography due the week of 30 November\*\***

**The First World War - Professor Jonathan F. Vance**

**4 & 6 January: Before: A World of Silence**

The Old World

The New World

## Western University, Department of History, 2015-2016 History 1810E – Wars That Changed the World

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### 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

### **11 & 13 January: 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): 161-83

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

### **18 & 20 January: 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 31<sup>st</sup> Battalion in the Neighbourhood of St Eloi, 3-9 April 1916

War Diary, 31<sup>st</sup> Battalion, Canadian Expeditionary Force, April 1916

Account by Lieut.-Col. A.H. Bell, 31<sup>st</sup> Battalion

### **25 & 27 January: 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): 755-86

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

The Sinking of the *Llandoverly Castle*

# Western University, Department of History, 2015-2016

## History 1810E – Wars That Changed the World

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### **1 & 3 February: 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): 338-51

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

**\*\*Primary source document analysis due\*\***

### **8 & 10 February: After: A World of Noise**

Canada As It Might Have Been

Canada As It Was

Readings:

Paul Gough, "Sites in the Imagination: The Beaumont Hamel Newfoundland Memorial on the Somme," *Cultural Geographies* 11 (2004): 235-58

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

### **15 – 21 February: Reading Week**

## The Vietnam War – Professor Geoffrey Stewart

### **22 & 24 February: Revolutionary Origins**

Readings:

Lawrence, *The Vietnam War*, 1-26

Primary Documents:

- Phan Boi Chau, "The New Vietnam" 1907
- Ho Chi Minh and the Founding of the Vietminh, June 1941
- The Vietnamese Declaration of Independence, September 1945

### **29 February & 2 March: The International Context**

Readings:

Lawrence, *The Vietnam War*, 27-53

Primary Documents:

- The Domino Theory, April 1954
- "A Comprehensive Solution for Restoring Peace in Indochina" (Draft), prepared by the Vietnam Group in the Chinese delegation attending the Geneva Conference April, 4 1954
- The Final Declaration of the Geneva Conference, issued on 21 July, 1954

## Western University, Department of History, 2015-2016 History 1810E – Wars That Changed the World

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### 7 & 9 March: Escalation

Readings:

Lawrence, *The Vietnam War*, 53-90

Pierre Asselin, *Hanoi's Road to the Vietnam War* (Berkeley, CA: University of California Press, 2013): 160-173

Jessica Chapman, *Cauldron of Resistance: Ngo Dinh Diem, The United States and 1950s Southern Vietnam* (Ithaca, NY: Cornell University Press, 2013): 118-124

Primary Documents:

- Program of the National Front for the Liberation of South Vietnam (NLF), December 1960, rallying opposition to the US-backed Diem regime
- Secretary of Defense, Robert McNamara, Memorandum for the President, "Vietnam Situation," 21 December 1963, *Pentagon Papers*, Gravel ed. vol.4, 494-96
- The Gulf of Tonkin Resolution, August 1964

### 14 & 16 March: The American War

Readings:

Lawrence, *The Vietnam War*, 91-115

Lien-Hang T. Nguyen, "Policing the State in a Time of War," *Hanoi's War: An International History of the War for Peace in Vietnam* (Chapel Hill, NC: The University of North Carolina Press, 2012): 48-83

Primary Document:

- "Notes for a Memorandum on Increasing American Troops in Vietnam," July 20, 1965, *Pentagon Papers*, Gravel ed. vol.4, 619-622

### 21 & 23 March: Peace with Honour?

Readings:

Lawrence, *The Vietnam War*, 116-68

Jeffrey P. Kimball, "'Peace with Honor': Richard Nixon and the Diplomacy of Threat and Symbolism," *Shadow on the Whitehouse*, 152-83 (31)

Primary Document:

- Memorandum of Conversation between Presidents Nicolae Ceausescu and Richard Nixon on Vietnam, 3 August 1969, Bucharest, Romania

### 28 & 30 March: Legacies

Readings:

Lawrence, *The Vietnam War*, 168-85

Primary Document:

- The Music of the Vietnam War Era – *Details on the course website under 28 March Readings*

\*\*Research paper due\*\*

**Western University, Department of History, 2015-2016**  
**History 1810E – Wars That Changed the World**

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**4 – 6 April:** Course conclusion - Professors Millman, Shire, Stewart, and Vance

**SDC's Learning Skills Services**, Rm 4100 WSS, [www.sdc.uwo.ca/learning](http://www.sdc.uwo.ca/learning)

LS counsellors are ready to help you improve your learning skills. We offer presentations on strategies for improving time management, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

## ADDITIONAL STATEMENTS

### **Prerequisites and Antirequisites:**

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

### **Academic Offences:**

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **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 Issues:**

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](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. This site provides links to the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

### **SUPPORT SERVICES:**

Students who are in emotional/mental distress should refer to Mental Health@Western, <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

*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.*

If you have any further questions or concerns please contact, Morgan Sheriff, Undergraduate Program Advisor, Department of History, 519-661-2111 x84999 or [msherif5@uwo.ca](mailto:msherif5@uwo.ca)