

Western University
Department of History
2016-2017

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

Stevenson Hall 1119
Tuesday 9:30 - 11:30 AM

Jonathan F. Vance
661-2111 ext. 84974
jvance@uwo.ca

This research-intensive course provides 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, war culture, 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 sources, 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* (any edition)

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

Additional readings are available on the course website.

Assignments:

Poetry analysis (11 October 2016)	15%
Postcard analysis (6 December 2016)	20%
Essay proposal (7 February 2017)	5%
Seminar presentation and participation	20%
Major research essay (pick your own due date)	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 five 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 It should not be a literary analysis, but rather should focus on the poem as an historical document, discussing the author and the context of the work and identifying any terms or proper names that are significant.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 may be required, the assignment is intended 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.

Postcard analysis

You will be given an original postcard from the First World War to research and analyze. You should approach it as an exercise in historical detection – how much can the postcard tell you about the time, and about the people and events to which it refers? Your analysis should be at least ten pages in length. Because of the nature of the assignment, it does not need a thesis statement, like a conventional 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 – asking the right questions rather than getting all of the answers. A sample analysis can be found on the course website.

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 (of no more than 10 minutes – time limits will be enforced) 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.

To ensure that work on the major paper is not left to the last minute, you will submit an essay proposal on 7 February 2017. The proposal should be no more than five pages in length and should include a brief outline of your subject and the research questions you intend to explore, a discussion of the primary sources to be used, and a bibliography of some representative secondary sources. At that time, you will also select the date on which your essay will be submitted.

***** Note:** Any late assignment will be subject to a deduction of two marks per day (including weekend days). 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

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.

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, implications, and significance for the field
- spell your name with semaphore flags
- 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:

13 September - Introduction

20 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

27 September - August 1914

Jean-Jacques Becker, "'That's the death knell of our boys ...'" in *The French Home Front, 1914-1918*, ed. Patrick Fridensen (1992)

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)

Jeffrey Verhey, *The Spirit of 1914: Militarism, Myth, and Mobilization in Germany* (2000), ch. 3

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)

4 October - Frightfulness

Paul G. Halpern, 'The War at Sea' [in Strachan book], esp. on unrestricted submarine warfare

John H. Morrow, 'The War in the Air' [in Strachan book], esp. on strategic bombing

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)
 Wilfred Owen, 'Dulce et Decorum est' (141)
 Wilfrid Gibson, 'Air-Raid' (185)
 Nancy Cunard, 'Zeppelins' (186)

11 October - Propaganda **** poetry analysis due ****

J.M. Winter, 'Propaganda and the Mobilization of Consent' [in Strachan book]
 Emily Robertson, 'Propaganda and "Manufactured Hatred": A Reappraisal of the Ethics of First World War British and Australian Propaganda,' *Public Relations Inquiry* 3/2 (2014)
 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]

18 October - Defending Freedom by Restricting Freedom?

John 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

25 October - Childhood in Wartime

Ross F. Collins, 'This is Your Propaganda, Kids: Building a War Myth for World War I Children,' *Journalism History* 38/1 (2012)
 Susan R. Fisher, *Boys and Girls in No Man's Land: English-Canadian Children and the First World War* (2011): ch. 1
 Carolyn Kay, 'War Pedagogy in the German Primary School Classroom during the First World War,' *War & Society* 33/1 (2014)
 Else Ury, *Nesthäkchen and the World War* (1916): ch. 1-4

1 November - War as a Gendered Experience?

Gail Braybon, 'Women, War, and Work' **OR** Susan R. Grayzel, 'The Role of Women in the War' [in Strachan book]
 Kimberley Jensen, *Mobilizing Minerva: American Women and the First World War* (2008): ch. 3
 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)

8 November - Religion and Mysticism

Clive Field, 'Keeping the Spiritual Home Fires Burning: Religious Belonging in Britain during the First World War,' *War & Society* 33/4 (October 2014)

Arthur Machen, *The Bowmen* (1915)

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)

15 November - Remembrance Day

Maggie Andrews, 'Poppies, Tommies and Remembrance,' *Soundings* 58 (2014-15)

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]

22 November - *Frontsoldaten* - Field Trip

29 November - The Riddle of Trench Warfare

Dennis E. Showalter, 'Manoeuvre Warfare: The Eastern and Western Fronts, 1914-1915' [in Strachan book]

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]

6 December - TEWT ** document analysis due **

10 January - Movie Day

17 January - Conscientious Objection

Amy J. Shaw, *Crisis of Conscience: Conscientious Objection in Canada during the First World War* (2009): ch. 5

David Littlewood, '"Willing and Eager to Go in Their Turn"?: Appeals for Exemption from Military Service in New Zealand and Great Britain, 1916-1918,' *War in History* 21/3 (2014)

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

Cyril Pearce and Helen Durham, 'Patterns of Dissent in Britain during the First World War,' *War & Society* 34/2 (May 2015)

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

24 January - Morale, Mutiny, and Desertion

David Englander, 'Mutinies and Military Morale' **OR** Alexander Watson, 'Mutinies and Military Morale' [in Strachan book]

Edward Madigan, "'Sticking to a hateful task": Resilience, Humour, and British Understandings of Combatant Courage,' *War in History* 20 (2013)

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

Gilbert Frankau, 'The Deserter' (163)

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

31 January - Shell Shock

Brendan Kelly, 'Shell Shock in Ireland: The Richmond War Hospital, Dublin (1916-1919),' *History of Psychiatry* 26/1 (2015)

Fiona Reid, "'His nerves gave way": Shell Shock, History and the Memory of the First World War in Britain," *Endeavour* 38/2 (2014)

Annessa C. Stanger, 'Healing the Soldier, Restoring the Nation: Representations of Shell Shock in the USA during and after the First World War,' *Journal of Contemporary History* 49/2 (2014)

7 February - The Trial of Private George West Arnold **** essay proposal due ****

14 February - The First WORLD War?

David Killingray, 'The War in Africa' [in Strachan book]

Dan Bullard, "'Loyal until Death": Memories of African Great War Service for Germany,' in Kellen Kurschinski et al, *The Great War: From Memory to History* (2015)

Timothy J. Stapleton, *No Insignificant Part: The Rhodesia Native Regiment and the East Africa Campaign of the First World War* (2006): ch 3

21 February - Reading Week - no class

28 February - Selling the War to Americans

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

Robert Lansing and Louis F. Post, *A War of Self-Defense*

Andrew C. McLaughlin, *The Great War: From Spectator to Participant*

John S.P. Tatlock, *Why America Fights Germany*

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

Woodrow Wilson's speech to Congress on the Declaration of War, 2 April 1917

Woodrow Wilson, 'Fourteen Points,' 8 January 1918

7 March - Russia

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

Marc Ferro, 'The Russian Soldier in 1917: Undisciplined, Patriotic and Revolutionary,' *Slavic Review* 30 (1971): 483-512

Igor V. Narskii, 'The Frontline Experience of Russian Soldiers in 1914-1916,' *Russian Studies in History* 51 (2013): 31-49

The Treaty of Brest-Litovsk, 3 March 1918

14 March - The Peace

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

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

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)

21 March - Commemoration and the Great War Centenary

Joan Beaumont, 'Australia's Global Memory Footprint: Memorial Building on the Western Front, 1916-2015,' *Australian Historical Studies* 46 (2015)

Catriona Pennell, 'Learning Lessons from War?: Inclusions and Exclusions in Teaching First World War History in English Secondary Schools,' *History & Memory* 28/1 (2016)

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)

Siegfried Sassoon, 'Aftermath' (267)

28 March - Veterans Reconstructing the War Experience

Teresa Iacobelli, 'A Participants' History?: The Canadian Broadcasting Corporation and the Manipulation of Oral History,' *Oral History Review* 38/2 (2011): 331-48

Ian Isherwood, 'The British Publishing Industry and Commercial Memories of the First World War,' *War in History* 23/3 (2016)

Helen B. McCartney, 'The First World War Soldier and His Contemporary Image in Britain,' *International Affairs* 90/2 (2014)

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

Vincent Andrew Trott, 'Remembering War, Resisting Myth: Veteran Autobiographies and the Great War in the Twenty-first Century,' *Journal of War and Culture Studies* 6/4 (2013)

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)

Wilfred Owen, 'Disabled' (252)

Ivor Gurney, 'Strange Hells' (254)

4 April - War Literature

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

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

Jonathan 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)

11 April - Conclusion

ADDITIONAL STATEMENTS

The Dean has exempted this course from Senate regulation (2016 04) which reads: "At least one week prior to the deadline for withdrawal from a course without academic penalty, students will receive assessment of work accounting at least 15% of their final grade. For 3000- or 4000-level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted on the corresponding course syllabus." See the full text at:

http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf

In other words, the instructor of this course is NOT required to provide an assessment of work accounting for at least 15% of the final grade one week prior to the deadline for withdrawal from the course.

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

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 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, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca