

**Western University  
Department of History  
2017-2018**

## History 1810E – Wars That Changed the World

Lectures: Monday and Wednesday 2:30PM - 3:30PM – Spencer Engineering Building (SEB) 2200

Professor Luz María Hernández-Sáenz  
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[lmhs@uwo.ca](mailto:lmhs@uwo.ca)

Office hours: Monday & Wednesday 1:30-2:30

Professor Geoffrey Stewart  
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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 Spanish Conquest of the Americas, the First World War, the Second 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, politics, economies, popular culture, and technology.

### **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 university bookstore.

Michael Howard, *The First World War: A Very Short Introduction* (Oxford: Oxford University Press, 2002)

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

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Gerhard L. Weinberg, *World War II: A Very Short Introduction* (Oxford: Oxford University Press, 2014)

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

### Assignments

Secondary source assignment (due week of 23 October 2017)	15%
Primary source document analysis (due week of 4 December 2017)	15%
Annotated bibliography (Part 1 due week of 22 January, Part 2 due week of 12 February 2018)	10%
Research paper (due week of 2 April 2018)	20%
Tutorial participation	10%
Mid-year examination (December 2017 - date TBA)	15%
Final examination (April 2018 - date TBA)	15%

### Submitting assignments

Unless otherwise indicated, 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 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; late penalties will be applied unless **both** a hard copy **and** an electronic copy for Turnitin have been submitted. 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 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]

### Secondary source assignment:

Teamwork!! Each group of students will select one of the following topics and put together a Powerpoint presentation (one slide per student). The presentation, which will be given in tutorial, must have an argument and all slides must fit together. Each student will also write a 500-word (two-page) essay on her/his research slide.

Huitzilopochtli, god of war  
Atahualpa, Inca emperor

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The Conquest of Peru  
The Conquest of Mexico  
The Conquest of the Maya  
Hernán Cortés  
Francisco Pizarro

\*\*Due week of 23 October 2017\*\*

### **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 will be made available on the course website.

\*\*Due week of 4 December 2017\*\*

### **Preliminary research report and annotated bibliography:**

This two-part assignment is designed to teach you to conduct historical research like a scholar for the research paper that is due at the end of the term. For the first part, you will complete a preliminary research report on a particular topic from either the Vietnam War or the Second World War according to the template provided on the course website. This report will enable you to refine your essay topic and begin the process of searching out relevant sources. For the second part, you will produce an annotated bibliography of sources that you will use for your research paper, and describe your research question and the thesis you intend to argue in your research paper.

\*\* Part 1 due week of 22 January 2018\*\*

\*\* Part 2 due week of 12 February 2018\*\*

### **Research paper:**

Each student will write a research paper on the particular topic on either the Vietnam War or the Second World War assessed in the annotated bibliography. 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 in graceful prose.

\*\*Due week of 2 April 2018\*\*

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.

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

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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.

### Lecture Schedule

#### **NB - Tutorials begin the week of 18 September**

**11 September** – Course introduction – Professors Hernández-Sáenz, Stewart, and Vance

**13 September** – Introduction to the Vietnam War – Professor Stewart  
– Introduction to the First World War – Professor Vance

### The Spanish Conquest – Professor Luz María Hernández-Sáenz

**18 September** – The Americas Before Columbus

**20 September** – The Two Pre-Hispanic Empires

**25 September** – The Mexica (Aztecs): The Warriors of Mesoamerica

**27 September** – The Quechua (Incas) and Empire-building

Tutorial Readings:

Cheryl Martin and Mark Wasserman, *Latin America and Its People* (2012), 31-51

‘Second Letter of Hernán Cortés to Emperor Charles V’, available online at

<http://www.fordham.edu/halsall/mod/1520cortes.asp>

Pedro Cieza de León, ‘Chronicles of the Incas’ [www.fordham.edu/halsall/mod/1540cieza.html](http://www.fordham.edu/halsall/mod/1540cieza.html)

**2 October** – Spain and the Reconquest

**4 October** – Spain, Explorers and Conquerors

Tutorial Readings:

Stephen R. Bown, *1494: How a Family Feud in Medieval Spain Divided the World in Half* (2011), 109-33

**9 October** – Fall Reading Week – no lectures or tutorials

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**16 October** – The Spanish Conquest of Mesoamerica

**18 October** – The Conquest of South America

Tutorial Readings:

‘Narratives of Conquest,’ in Ida Altman, Sarah Cline and Juan Javier Pescador, *The Early History of Greater Mexico* (2002), 73-96

**23 October** – The Spanish Conquest: Causes and Consequences

**25 October** – The Spanish American Empire

Tutorial Readings:

**\*\* secondary source assignment due in tutorials \*\***

‘The Indians of Tejupan Want to Raise Silk on Their Own (Oaxaca, Mexico, 1543),’ trans. Woodrow Borah, in Richard Boyer and Geoffrey Spurling, eds., *Colonial Lives: Documents on Latin American History, 1550-1850* (2000), 6-10

‘Corpus Christi in Cuzco,’ in Martin and Wasserman, *Latin America and Its People*, 183-4

‘The Cuzco Cabildo Finds a Convent in 1551,’ in Martin and Wasserman, *Latin America and Its People*, 82-3

**30 October** – The Hispanic Legacy

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

**1 November: Before – A World of Silence**

Old World / New World

Readings:

Howard, *The First World War*, ch. 1

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

**6 and 8 November: The Generation of 1914**

Enthusiasm for War

Not Over by Christmas

Readings:

Howard, *The First World War*, ch. 2 and 3

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

**13 and 15 November: Deadlock**

Westerners

Easterners

Readings:

Howard, *The First World War*, ch. 4 and 5

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

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### **20 and 21 November: A War of Frightfulness**

Gas, Bombs, and Submarines

The Realities of Modern War

Readings:

Howard, *The First World War*, ch. 6

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

The Sinking of the *Llandovery Castle*

### **27 and 29 November: The End – Revolution and Pandemic**

The Worst Winter

The War Opens Up

Readings:

Howard, *The First World War*, ch. 7 and 8

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

### **4 and 6 December: After – A World of Noise**

Canada As It Might Have Been

Canada As It Was

Readings:

**\*\*Primary source document analysis due in tutorials\*\***

Howard, *The First World War*, ch. 9

Jonathan F. Vance, 'Remembering Armageddon,' in David MacKenzie, ed., *Canada and the First World War: Essays in Honour of Robert Craig Brown* (2005), 409-33

## **The Vietnam War – Professor Geoffrey Stewart**

### **8 and 10 January: 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

### **15 and 17 January: The International Context**

Readings:

Lawrence, *The Vietnam War*, 27-53

Christopher Goscha, 'Ending the War?' in *Vietnam: A New History* (2016), 261-72

Primary Documents:

The Domino Theory, April 1954

The Final Declaration of the Geneva Conference, 21 July 1954

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**22 and 24 January: Escalation**

**\*\* Preliminary research report due in tutorials \*\***

Readings:

Lawrence, *The Vietnam War*, 53-90

Pierre Asselin, *Hanoi's Road to the Vietnam War* (2013), 160-173

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

The Gulf of Tonkin Resolution, August 1964

**29 and 31 January: The American War**

Readings:

Lawrence, *The Vietnam War*, 91-115

Lien-Hang T. Nguyen, 'The Battle in Hanoi for the Tet Offensive' in *Hanoi's War: An  
International History of the War for Peace in Vietnam* (2012), 87-109

Primary Document:

'Notes for a Memorandum on Increasing American Troops in Vietnam,' July 20, 1965

**5 and 7 February: 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' in David L. Anderson, ed., *Shadow on the White House: Presidents and the  
Vietnam War, 1945-1975* (1993), 152-83

**12 and 14 February: Legacies**

**\*\* Annotated bibliography due in tutorials \*\***

Readings:

Lawrence, *The Vietnam War*, 168-85

Primary Document:

The Music of the Vietnam War Era – *Details on the course website*

**19 and 21 February – Reading Week – no lectures or tutorials**

**The Second World War – Professors Hernández-Sáenz, Stewart,  
and Vance**

**26 February** – Origins of a Global War – Prof Stewart

**28 February** – The Spanish Civil War: Rehearsal for the Second World War – Prof Hernández-  
Sáenz

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### Tutorial Readings:

Gerhard L. Weinberg, *World War II: A Very Short Introduction*, Introduction and ch. 1  
Sebastian Balfour, 'Spain from 1931 to the Present,' in Raymond Carr, ed., *Spain: A History* (2000), 243-66  
A.W. Purdue, "A World War?" in *The Second World War* (2011), 86-102

**5 March** – Canada Returns to Europe – Prof Vance

**7 March** – The Legacy of the Spanish Civil War, 1939 to the 1970s – Prof Hernández-Sáenz

### Tutorial Readings:

Weinberg, *World War II*, ch. 2  
Michael Petrou, *Renegades: Canadians in the Spanish Civil War* (2008), 62-92

**12 March** – The War in Europe – Prof Stewart

**14 March** – Canada's War Overseas – Prof Vance

### Tutorial Readings:

Weinberg, *World War II*, ch. 3 and 4  
Murray Peden, 'Gelsenkirchen' from *A Thousand Shall Fall* (1979)  
Mark Mazower, 'Hitler's New World Order, 1939-45', *Diplomacy & Statecraft* 7/1 (1996): 29-53

**19 March** – Latin America in the Second World War – Prof Hernández-Sáenz

**21 March** – The War in Asia and the Pacific – Prof Stewart

### Tutorial Readings:

Weinberg, *World War II*, ch. 5 and 6  
John Dower, "Patterns of a Race War" in *War Without Mercy: Race and Power in the Pacific War* (1986), 3-14  
E.B. 'Sledgehammer' Sledge, excerpt from Studs Turkel, *The Good War*  
Monica Rankin, 'Mexico: Industrialization Through Unity' **OR** Joseph Smith, 'Brazil and the Benefits of Cooperation,' in Thomas M. Leonard and John F. Bratzal, eds., *Latin America during World War II* (2006), 17-35 and 144-61 respectively

**26 March** – Canada – The War at Home – Prof Vance

**28 March** – Latin America and the Cold War, 1948-60 – Prof Hernández-Sáenz

### Tutorial Readings:

Weinberg, *World War II*, ch. 7  
Christine Hamelin, 'A Sense of Purpose: Ottawa Students and the Second World War,' *Canadian Military History* 6/1 (1997): 34-41  
Thomas E. Skidmore and Peter H. Smith, *Modern Latin America*, 6<sup>th</sup> ed. (2005), 405-28

**\*\* Research paper due in tutorials\*\***

**2 April** – Canada's Best. War. Ever. – Prof Vance

**4 April** – The Dawn of a New Age – Prof Stewart

### Tutorial Readings:

Weinberg, *World War II*, ch. 8 and Conclusion  
Peter Neary and Shaun Brown, 'The Veterans Charter and Canadian Women Veterans of World War II,' in J.L. Granatstein and Peter Neary, eds., *The Good Fight: Canadians and World War II* (1995), 387-415



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Barton J. Bernstein, 'Roosevelt, Truman, and the Atomic Bomb, 1941-1945: A Reinterpretation,' *Political Science Quarterly* 90/1 (1975): 23-69

**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, multiple-choice exam preparation/writing, 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.

### **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

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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 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

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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, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or [vangalen@uwo.ca](mailto:vangalen@uwo.ca)