

**HISTORY 1810E**  
**Wars That Changed the World**  
**Fall/Winter 2021-22**  
**Mondays & Wednesdays, 2:30PM to 3:20PM**  
**In-person**

**Instructor: Professor Jonathan F. Vance**

Office Hours: TBA  
Department of History, Office: Lawson Hall 2247  
Email: [jvance@uwo.ca](mailto:jvance@uwo.ca)

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**This is a draft syllabus. Please see your course OWL site for the final syllabus.**

**Course Description:**

This course examines in detail a number of transformational wars in history – the Hundred Years Wars, the First World War, the Second World War, and a few lesser known conflicts – both in lectures and in small discussion groups that will also focus on the development of 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 assignments, students will gain:

Basic primary source skills: what are primary sources?

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

Communication skills through presentations and small-group discussion

An appreciation of the fundamental role of war in shaping history and society

**Course Materials:**

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)

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.

### **Methods of Evaluation:**

Students must complete ALL coursework. Failure to complete all assigned coursework will result in a failing grade.

<i>Joan of Arc: The Musical</i> assignment (due week of 18 October 2021)	25%
Primary source document analysis (due week of 6 December 2021)	25%
Essay outline (due week of 14 February 2022)	10%
Research paper (due week of 28 March 2022)	25%
Participation	15%

### ***Joan of Arc: The Musical assignment:***

You and your peers will put together a pitch for *Joan of Arc: The Musical* that tells the story of the Hundred Years War in an accessible manner. Each tutorial will be divided into two groups and each group will use the course materials—lectures and readings—to outline a stage production about Joan and the Hundred Years War. There are two components to this assignment – a group component and an individual component. As a group, you will decide what topics need to be explored to provide a well-structured and logical historical interpretation of Joan’s role in the Hundred Years War. Each student will then take a single topic, research it further, and write a report (of 500 words) summarizing that topic and how it will be explored in the musical. The group will then reconvene outside of class time and put together a ‘pitch’ or proposal consisting of a brief overview of the story that its musical will tell, a rationale for each topic explored, and the individual research components.

\*\*Due week of 18 October 2021\*\*

### ***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 6 December 2021\*\*

### ***Essay outline:***

You will write a research paper on a topic relating to any of the three major wars covered in the course – the Hundred Years War, the First World War, or the Second World War. The assignment will allow you to bring together skills in interpreting primary and secondary sources, and in bibliographical research. The first step is to create an essay outline consisting of a number of research questions, a list of representative primary and secondary sources, and a 500-word discussion of what you plan to investigate in your essay.

\*\*Due week of 14 February 2022\*\*

### ***Research paper:***

The final paper should be roughly 6 to 8 pages in length, not including the title page and bibliography. It should be properly referenced with footnotes or endnotes. In grading, a premium will be placed on your ability to present your argument in an organized fashion and in graceful prose.

**\*\*Due week of 28 March 2022\***

### **Participation:**

Your success in any course depends on a willingness to keep up with the lectures and readings on a weekly basis, to engage with the activities and discussion forum, and to take part fully in tutorial discussion. Your TA will assess your participation (and note that you are assessed on participation, not simply attendance) on an ongoing basis throughout the year, and can provide interim grades upon request. Attendance at tutorials is mandatory. If you cannot attend your own tutorial in any given week, you should consult the tutorial schedule on the course website and arrange with the course director to attend a different tutorial for that week.

### ***Submitting assignments***

All assignments are to be submitted on the day of your tutorial meeting. Late assignments will be subject to a deduction of two marks per day, including weekend days. Assignments submitted more than seven days after the due date, without accommodation from Academic Counselling, will not receive a grade. All assignments **must** be submitted electronically to the Turnitin plagiarism detection service. 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]

### **Accommodation for missed assignment deadlines with a Self-Reported Absence:**

If a student reports a SRA for an assignment (i.e. an essay) the new due date will be 48 hours after the SRA was submitted. For example, if you complete an SRA on 19 March, your new due date will be 21 March.

Students should be aware that when they have submitted an SRA for one test or assignment, they are not permitted to write a test or complete an assignment for another course during the period covered by the SRA. Failure to observe this regulation will result in the cancellation of the SRA and the possible application of late penalties.

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. In practical terms, this means that each student, to pass the course, must achieve a passing grade in the written work (ie. out of the combined written work grade of 75%, you must achieve at least 37.5%).

Students should communicate with the course director 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.

## Course Schedule and Readings:

**NB - \*\*\* Tutorials begin the week of 13 September \*\*\***

**8 September** – Introduction: War – What is it Good For?

**13 and 15 September:** War in Film and Television  
Tutorials – Introduction

**20 and 22 September:** War in Gaming and Music  
Tutorials – How to read  
John Whiteclay Chambers, ‘The Movies and the Antiwar Debate in America, 1930-1941,’ *Film & History* 36/1 (2006)

## The Hundred Years War

**27 and 29 September:** The Hundred Years War for Dummies  
Tutorials – Old vs New Interpretations  
‘The Battle of Agincourt,’ from *The Chronicles of Enguerrand de Monstrelet* (ca. 1440)  
<https://deremilitari.org/2013/02/battle-of-agincourt-1415/>  
Jan Honig, ‘Reappraising Late Medieval Strategy: The Example of the 1415 Agincourt Campaign,’ *War in History* 19/2 (2012): 123-51

**4 and 6 October:** Revolutions in Military Affairs / Robin Hood and the Peasants’ Revenge  
Tutorials – Popular vs Scholarly Interpretations  
Edward Barber, ‘Edward III and the Battle of Crécy,’ *History Today* 63/10 (October 2013): 33-38  
Yuval Harari, ‘Inter-frontal Cooperation in the Fourteenth Century and Edward III’s 1346 Campaign,’ *War in History* 6/4 (1999): 379-95

**11 October:** Thanksgiving Monday – no lecture or tutorials

**13 October:** Joan of Arc / Jeanne d’Arc  
Tutorials – History vs Myth  
‘Joan of Arc’ in Willis J. Abbot, *Notable Women of History: The Lives of Women who in All Ages, All Lands and in all Womanly Occupations have Won Fame and Put their Imprint on the World’s History* (Philadelphia: John C. Winston Co., 1912)  
Yvonne Lanhers and Malcolm G.A. Vale, ‘Saint John of Arc’, *Britannia Academic* (2019)

**18 and 20 October:** Legacies of the Hundred Years War / Random Wars  
**\*\*Joan of Arc: The Musical assignment due\*\***

**25 and 27 October:** Approaches to Conflict in Asia – **Prof Cary Takagaki**  
Tutorials – Starting your primary source document analysis

**1 and 3 November** – Fall Reading Week – no lectures

**8 and 10 November:** The Opium Wars - **Prof Cary Takagaki**

Tutorials – What does “modern” mean?

“China & Europe, 1500-2000 and Beyond: What Is Modern?” <http://afe.easia.columbia.edu/chinawh/>

## The First World War

**15 and 17 November:** Nationalism, Imperialism, & Jingoism / Arms Races and Alliances

Tutorials – Primary vs secondary sources

Howard, *The First World War*, chap. 1 and 2

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

**22 and 24 November:** The Generation of 1914: The Old World and the New World

Tutorials – Rural vs Urban Life

Jonathan F. Vance, *A Township at War* (2018): 37-47

Jeffrey Verhey, *The Spirit of 1914: Militarism, Myth, and Mobilization in Germany* (2000): 72-82

**29 November and 1 December:** The War at the Front / Filling the Ranks

Tutorials – Formulating research questions and organizing a research essay

Howard, *The First World War*, chap. 3, 4 and 5

**6 and 8 December:** Westerners / Easterners

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

**3 and 5 January:** Mobilizing Consent / Technology

Howard, *The First World War*, chap. 6, 7, and 8

Tutorials – Cartoons in War

Jane Chapman and Dan Ellin, ‘Dominion Cartoon Satire as Trench Culture Narratives: Complaints, Endurance and Stoicism,’ *The Round Table* 103/2 (2014): 175-92

**10 and 12 January:** Intervention and Revolution / 1918

Howard, *The First World War*, chap. 6, 7, and 8

Tutorials – Operational History

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

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

**17 and 19 January:** Lands Fit for Heroes / Remembering War

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

Tutorials – Commemoration

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

**24 and 26 January:** Random Wars

Tutorials – History On-line

## The Second World War

**31 January and 2 February:** The Rise of Japan as a World Power / Japan Modernizes (Prof Cary Takagaki)

Tutorials – War on Film

A.O. Scott, 'War Is Hell, but Very Pretty' [review of *Pearl Harbor*], *New York Times*, 25 May 2001

Geoffrey M. White, 'Disney's *Pearl Harbor*: National Memory at the Movies,' *The Public Historian* 24/4 (2002): 97-115

**7 and 9 February:** The Road to the Pacific War - **Prof Cary Takagaki** / The Nazis and Versailles

Weinberg, *World War II*, chap. 1

Tutorials – War and Sport

Mario Kessler, 'Only Nazi Games? Berlin 1936: The Olympic Games between Sports and Politics,' *Socialism and Democracy* 25/2 (July 2011): 125-43

**14 and 16 February** – War and Occupation

Weinberg, *World War II*, chap. 2 and 3

**\*\*Essay outline due\*\***

**21 and 23 February** – Reading Week – no lectures or tutorials

**28 February and 2 March** – Barbarossa / Divine Wind - **Prof Cary Takagaki**

Tutorials – Journalism in Wartime

Weinberg, *World War II*, chap. 4 and 5

James T. O'Donnell, 'Content, Comment and Censorship: A Case Study Comparing Coverage of Dunkirk and D-Day in Irish Newspapers,' *Media History* 23/3-4 (2017): 345-59

**7 and 9 March** – Mobilizing Consent / Secret Wars

Tutorials – Music in Wartime

Kathleen E.R. Smith, *God Bless America: Tin Pan Alley Goes to War* (2003): chap. 10

**14 and 16 March** – War on Civilians: Bombing and Genocide

Weinberg, *World War II*, chap. 7

Tutorials – Childhood in Wartime

Christine Hamelin, 'A Sense of Purpose: Ottawa Students and the Second World War,' *Canadian Military History* 6/1 (1997): 34-41

**21 and 23 March** – Midway to Island-hopping - **Prof Cary Takagaki** / Sicily to Overlord  
Tutorials – Writing Home from the Front  
Katherine I. Miller, 'My Father and His Father: An Analysis of World War II Correspondence,' *Journal of Family Communication* 8 (2008): 148-65

**28 and 30 March** – VE and VJ Day / Conclusion: Remembering War  
Weinberg, *World War II*, chap. 6 and 8  
**\*\*Research essay due\*\***

### **Use of Electronic Devices:**

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 TAs reserve the right to request that any device be turned off or put away; in extreme situations, a student may be asked to leave the tutorial room.

### **Additional Statements:**

Please review the Department of History Course Must-Knows document,  
<https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf>,  
for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues
- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness