



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY PROGRAMME

HIST 334: The Great Sacrifice: Social and Cultural Perspectives on World War One

TRIMESTER 2 2012

16 July to 17 November 2012

Trimester dates

Teaching dates: 16 July to 19 October 2012
Mid-trimester break: 27 August to 9 September 2012
Study week: 22–26 October 2012
Examination/Assessment Period: 26 October to 17 November 2012

Note: *Students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period above.*

Withdrawal dates

Information on withdrawals and refunds may be found at
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Names and contact details

Course Coordinator: Dr Kate Hunter
Room No.: Old Kirk (OK) 417
Email: kate.hunter@vuw.ac.nz
Office hours: Mondays 11-12

Tutor: Ms Rachel Patrick
Room: Old Kirk 423
Tel: 463 9497
Email: rachel.patrick@vuw.ac.nz

Class times and locations

Can be found on the Victoria website at:
<http://www.victoria.ac.nz/home/study/subjects/coursecatalogue.aspx>
It is advisable to check the above for any changes to the timetable programme.

Lecture Time: Thurs 11.00 – 11.50 am
Lecture Venue: Hunter (HU) LT 220

Seminar:

Seminar times and venue: See the website below
<http://www.victoria.ac.nz/timetables/2012%20Academic%20Timetable%20at%2020120523.html>

Teaching learning summary

HIST 334 is taught in one 50-minute lecture and one two-hour seminar per week.

Communication of additional information

This course uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Please check that this account is active and you have organised email forwarding. Additional information and any changes to the timetable or lecture and seminar programme will be advised by email, announced in lectures, and posted on the HIST 334 Blackboard site.

Course prescription

This course explores World War One as more than a military event. A variety of perspectives are examined on the social and cultural meanings of the War in a variety of national contexts, focusing particularly on Britain, New Zealand and Australia, and drawing on materials about France and Germany. The course aims to consolidate students' understanding of the period from 1900 to the 1920s, and the longer-term developments stemming from the war, particularly in terms of the construction of collective memory and the evolution of such representations and 'legends' as those surrounding the Anzacs.

Learning objectives

HIST 334 aims to develop and refine students' abilities in many areas. Students passing the course will have:

1. Developed a deeper understanding of the social effects of the Great War in a variety of national contexts;
2. Explored the cultural meanings of the Great War both during the war and in the postwar period;
3. Analysed the commemoration and remembrance of the war in a variety of contexts;
4. Recognised a variety of approaches to the history of the Great War;
5. Refined their bibliographic and research skills;
6. Developed further skills in analysing primary sources, including images, artefacts and memorials; and
7. Consolidated a high level of competency in written and oral communication, and historiographical analysis.

Graduate attributes

As with all History courses, learning objectives of HIST 334 contribute to the attainment of specific graduate attributes. For more details please consult our website:

<http://www.victoria.ac.nz/hppi/about/overview-of-the-school/hist-overview#grad-attributes>

Expected workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 200 hours to HIST 334 throughout the trimester. This includes weekly attendance at lectures, and seminars, completion of all set weekly readings and research and writing for set assessment tasks.

Group work

There is no assessed group work for this course.

Readings

Set texts:

HIST 334 Book of Readings available from vicbooks, Student Union Building. Also please ensure that you have access to *Writing History Essays* (available as a pdf on the History programme website)

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 9–27 July 2012, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Recommended reading:

 Viewing:

'1914-1918: the Great War and the shaping of a century', BBC, DVD04245

'Regeneration' 1991, DVD1562

 Reading:

Jay Winter and Antoine Prost (eds), *The Great War in history: debates and controversies, 1914 to the present*, CUP, Cambridge, 2005

Stephane Audoin-Rouzeau et al. *14-18: Understanding the Great War*, Hill & Wang, New York, 2002

John Crawford & Ian McGibbon, (eds), *New Zealand's Great War*, Exisle Publishing, Auckland, 2007

Donald Denoon, Philippa Mein-Smith with Marivic Wyndham, *A History of Australia, New Zealand and the Pacific Islands*, Blackwell, Massachusetts, 2000, chapter 13, 'The Great War'.

Jay Winter & Blaine Bagget, *1914-1918: the Great War and the shaping of a century*, BBC books, London, 1996.

Tammy Proctor, *Civilians in a World at War, 1914-1918*, New York University Press, New York, 2010.

ASSESSMENT

Assessment is in-course work, consisting of:

- Completion of 5 of the 11 weekly seminar tasks (5% of total grade)
- A research essay proposal (15% of total grade)
- Research essay (45% of total grade)
- Memorial Report (35% of total grade)

- Students will also be expected to introduce the readings in seminars. Topics will be decided in the first week of seminars.

INTRODUCING READINGS IN SEMINARS...

Students are asked to introduce the seminar readings (possibly in conjunction with another student) **once** during the trimester. The introduction is designed to stimulate class discussion by posing questions and raising issues stemming from the readings rather than merely summarising the readings. By completing this task, students are consolidating a high level of competency in oral communication, and historiographical analysis, developing a deeper understanding of the social effects of the Great War in a variety of national contexts and gaining better understanding of the variety of approaches to the history of the Great War.

This task is designed to ensure the thoroughness of reading, to stimulate discussion, and to encourage engagement with the source. Some issues that can be raised include:

- a discussion of use of sources and methodology in the case of secondary reading,
- a discussion of the source (problems, uses, etc) in the case of primary material,
- a comparison with the previous weeks' discussions,
- and, where possible, comparisons with material uncovered in your research essay or memorial report.

Topics will be decided on in the first seminar.

SEMINAR TASKS (5 % of total grade)

This is an ALL OR NOTHING grade. The seminar tasks focus on developing further skills in locating and analysing primary sources, as well as refining your bibliographic and referencing skills.

Most weeks there is a short source-location exercise accompanied by a brief written task (no more than 250 words) that is to be completed and brought to seminars. To gain the 5% you must **complete 5** of these over the course of the trimester. No partial grade will be given – you either receive 5% or 0%. Completion of these tasks will be recorded **in the seminar**. If you are absent from the seminar, the task will not be recorded as completed.

NOTE: This is a mandatory course requirement.

RESEARCH ESSAY PROPOSAL (15% of total grade) 600-800 words excluding bibliography

Research Essay Proposal must be submitted **NO LATER THAN Friday 10 August**. To construct your essay question, choose components from the essay matrix below and begin a bibliography. See full instructions on Research Proposal form and under 'Assignments' on Blackboard.

The Description of your Project is worth 60% of this assignment and your Bibliography is worth 40% of this assignment.

This assignment will be ready for collection by Friday 17 August.

It is essential that you pick up this assignment when it has been marked – comments that I make on your proposal have a direct bearing on the outcome of your essay. I also make suggestions for readings and sources that will be helpful.

RESEARCH ESSAY (45% of total grade)	3,000 words
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DUE DATE: FRIDAY 21 SEPTEMBER

By completing the research essay students will demonstrate their ability to design and complete an independent research project; gain a fuller understanding of their chosen topic by utilising a range of research tools; deal with a broad range of primary and secondary sources; and present their work in clear prose, supported by appropriate citation of sources and bibliography, as set out in *Writing History Essays*.

Marking Criteria:

CONTENT:

- Use of introduction: (*Writing History Essays* 3.3, 4.8)
- Use of conclusion: (*WHE* 3.5, 4.7)
- Coherence and strength of argument: (*WHE* 3.1-3.5, 4.1-4.8)
- Use of primary evidence (where appropriate) &/or use of secondary material as evidence: (*WHE* 3.4)
- Demonstration of research and bibliographic skills:
- Balance of narrative and analysis; answering the question

STYLE AND PRESENTATION:

- Sentences and paragraphs: (*WHE* 4.3, 4.4)
- Clarity of expression:
- Grammar and spelling: (*WHE* 5.1-5.3)
- Format of footnotes: (*WHE* 6.4)
- Format of bibliography: (*WHE* 7.2)

MEMORIAL REPORT	(35% of final grade)	1500words
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DUE DATE: FRIDAY 19 OCTOBER

This assessment task is designed to assist you in:

- Analysing the commemoration and remembrance of the Great War in a variety of contexts
- Developing further skills in analysing primary sources, including images, artefacts, and memorials

The Memorial Report explores the object itself (purpose, symbolism, architecture, design, language etc), the context within which it was constructed, and the variety of ways we might interpret the object. The Report should include at least one photo or clear illustration of the memorial/object.

The report can be divided into **two** sections. The first section deals with the physical aspects of the memorial/object; the second deals with the broader historiographical context.

Questions that can be addressed in the first section might include:

- What does the memorial/object commemorate? (a battle, the 'fallen', those who served, nurses, soldiers, peace?)
- What aspects of design have been incorporated? (What are the symbols used? Colours? Depictions of scenes or people?)
- What is the function of the memorial/object?
- What materials have been used?
- Where is the memorial sited? How is that site used? Has the memorial been moved?
- How was the memorial funded?
- Was there controversy or public debate surrounding the memorial/object?
- Is the memorial a focus for ceremonies? How is it used?

Broader questions that should be addressed in the second section include:

- Does the memorial/object represent a set of community 'values' connected to the war (for example, what does it mean if a memorial only commemorates the dead rather than those who served?)
- Where does the study of this memorial/commemorative object fit within the historiographical discussion on memorials and commemoration?

In general if you choose a memorial about which information for the first section is very accessible it is important that you strongly place that memorial within the existing literature, ie: emphasise the second section.

➔ **Only five students per memorial:** Some memorials are very popular (eg: Brooklyn, Mitchelltown). When you have decided upon your memorial you must **email Kate or Rachel**. First in, first served; only five students per memorial.

➔ **Do Not Choose:** the National War Memorial, Tomb of the Unknown Warrior, Petone and Lower Hutt Cenotaph. These memorials are well researched already:

Useful Reading:

Before beginning this project, you will find it useful to read the Course Readings for Seminar 10, and chapter 3 of Chris Maclean and Jock Phillips, *The Sorrow and the Pride: New Zealand War Memorials*, Wellington, 1990 (E-Reserve); Jock Phillips, 'The Great War and New Zealand nationalism' in Judith Smart et al (eds), *An ANZAC muster : war and society in Australia and New Zealand 1914-18 and 1939-45*, Clayton, 1992; Ken Inglis and Jock Phillips, 'War memorials in Australia and New Zealand', in Rickard & Spearritt (eds), *Packaging the Past? Public Histories*, MUP, Melbourne, 1991; Alex King, *Memorials of the Great War in Britain*, Berg, Oxford, 1998, introduction & chapter 3 (E-Reserve).

Penalties

History Programme policy stipulates that late submission of essays is penalised. **Students lose 5% for the first day late and 2% thereafter for a maximum of 10 weekdays.** After 10 days, work can be accepted for mandatory course requirements but will not be marked. Extensions may be granted in exceptional circumstances, but **all extensions require the student to provide documentation.** If granted an extension, students must agree to a new due date. Contact your lecturer as soon as a problem emerges. Extension forms are available in the History Programme office.

Mandatory course requirements

To gain a pass in this course each student must:

- Hand in the written work specified for this course, on or by the specified dates (subject to the provisions above for late work)
- Complete in class 5 of the 11 seminar tasks.

Seminar participation is a central part of the course

Return of marked course work

Essays and tests will be returned at times to be advised. If students fail to attend these times, they may collect their essay from the History Programme Office in level 4, Old Kirk Building between the hours of 2.00 and 3.00 pm from Monday to Friday and must show their Student ID card before collection.

Class representative

A class representative will be elected in the first week, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Academic integrity and plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Where to find more detailed information

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at <http://www.victoria.ac.nz/home/study/academic-progress.aspx>. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes,

which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the Academic Office website, at www.victoria.ac.nz/home/about_victoria/avcademic.

Research Essay Proposal Form

This template is available on Blackboard to download

**Due no later than Friday 10 August.
This assignment is worth 15% of your final grade.**

*Please remember to keep a copy of all assignments

*the format of your bibliography must be correct to be awarded marks

*** The Description of your Project is worth 60% of this assignment and your Bibliography is worth 40% of this assignment.**

NAME:

SHORT DESCRIPTION OF YOUR PROJECT (600-800 WORDS): Include the **precise question** you will be answering (choosing components from the essay matrix), and the **scope** of the essay (in particular the countries covered and/or time periods etc.) Other things to think about including in this part of the proposal are: the research questions or hypothesis that interests you including ideas found in the secondary literature, research methods that you will use, types of sources eg: mainly secondary, or primary sources such as newspapers, diaries, photos etc.

AT LEAST 20 SOURCES YOU HAVE IDENTIFIED including at least 5 articles in scholarly journals (please also note the finding aids you have used to locate the source, eg: Historical Abstracts and other databases – on the library webpage under Additional Instruction there is an on-line tutorial if you need to brush up, footnotes/bibliography of other work, shelf-browsing, National Library catalogue etc) :
(10/20 marks: 0.5 marks each)

PRIMARY:

SECONDARY: (continue on a separate sheet if necessary and grouped as books, chapters in edited collections, journal articles and others including web resources)

REFERENCING HINTS

Dates: in 'military style', ie, no commas, 11 November 1922.

Referencing **primary documents** takes many forms. As with all referencing, the principles that apply are:

ACCURACY
TRANSPARENCY
ACCOUNTABILITY

With manuscripts, photographs and unpublished documents, **reference numbers and repositories** at which they are held are part of the information you need to include. Take note of which titles are italicised – unpublished (documents, theses etc) are in plain text; titles of published material (newspapers, pamphlets, booklets) are italicised.

Newspapers:

"Memorial opened by Governor General", *The Press*, 11 November 1922, p.2.

E. Townley, "Funding too low", letter to Editor, *Wairarapa Daily Times*, 22 April 1923, p.6.

Diaries:

First reference: JK Smith, 6 August 1916, Diaries, 1914-1917, MS-Papers-1234, Alexander Turnbull Library (ATL).

Subsequent reference: Smith, 22 September 1916.

Letters:

First reference: Frank Crowley to Amy Crowley, 25 May 1916, F Crowley, Correspondence, 1916-1917, MS-Papers-2345, ATL.

Subsequent reference Frank Crowley to Amy Crowley, 12 April 1916.

Theses:

Kathryn Hunter, 'Single Women on Australia's Family Farms, 1880s-1920s', PhD thesis, University of Melbourne, 1998, p.115.

Aimee Nicholson, "'A touch of lace" and "a kiss from France": New Zealand soldiers, masculinity and 1920s consumption', History Honours long essay, Victoria University of Wellington, 2007, p.33

Booklets, pamphlets etc:

"Treatment of neurasthenics and war wounded", *Church Army News*, issue 12, September 1916, p.5, Imperial War Museum (Women, War & Society 1914-1918)

Photographs:

Opening of Woolomoloo Memorial, 25 April 1923, Ref No. 1-234-5AB, State Library of NSW (accessed on Picture Australia, www.nla.gov.au/pictureaustralia 12 May 2008)

Crowd at opening of memorial, Wainouiomata, 11 November 1922, Wilkinson Collection, Ref. No.12-345-67, National Library of New Zealand.

Designing Your Research Question

ARGUMENT	SUBSTANTIVE FOCUS	THEORETICAL/ HISTORIOGRAPHICAL FRAMEWORK
To what extent...	roles	gender
Do you agree?	representations (eg: art, photos, trench newspapers, official histories, historians' representations)	notions of race, including whiteness
How significant...	attitudes	modernity and modernisation
Compare and contrast...	diaries and personal papers	notion of 'home'
How central was...	oral histories	Anzac legend
	Postcards & letters	commemoration and remembrance
	photographs	Empire
	trench newspapers, domestic newspapers (local papers, religious journals such as the Catholic <i>Tablet</i> or Presbyterian <i>Outlook</i>)	Environmental history
	opposition to war	'war culture' (Audoin-Rouzeau & Becker, 14-18)
	hospitals (eg: General Hospitals in England such as Brockenhurst, repatriation hospitals), medical officers	
	bodies/ physicality	
	masculinity and /or femininity	
	Emotions – for eg: loneliness, affection, friendship, grief	
	propaganda	
	soldiers	
	leisure (eg: sport, Patriotic dances etc)	
	race	
	class	
	travel/pilgrimage/environment/ landscape	
	death and bereavement, religious beliefs	
	conscription	
	Remembrance	
	motivations, recruitment & enlistment	
	Homefront	
	communities (can be defined broadly or narrowly, eg: towns, schools, sports clubs, groups such as Quakers)	
	nurses	

Quotations:

“Reading the letters and other writings of wives and friends... reveals an intense spiritual life of the home front, a spirituality caught up in constant interchange with the front; men on leave or wounded soldiers returned home for a few days or for ever, messengers bringing news of death.” Annette Becker, *War and Faith: The Religious Imagination in France, 1914-1930*, Berg, Oxford, 1998, p.4.

“War is still generally conceived of by men as belonging to that zone of cultural experience which is exclusively male... That means, if Fussell can substantiate his thesis, that women were prohibited from direct participation in their national culture.” Claire M Tylee, *The Great War and Women’s Consciousness: Images of Militarism and Womanhood in women’s Writings 1914-64*, Macmillan, Houndmills, 1990, p.8.

“Personal identities are interwoven with national identities, individual memories intersect with public legends, and critical analysis of Anzac thus inevitably collides with powerful emotional investments in the past. The process of subjective identification thus helps to explain the resonance of national myths.” Alistair Thomson, *Anzac Memories: Living with the Legend*, OUP, Melbourne, 1994, p.5.

“So the mourning process was complicated, sometimes impossible, always protracted. Moreover, the survivors were by and large not allowed to genuinely mourn; it was one of the hidden objectives of the post-war commemorations to forbid protracted mourning, which was seen as a betrayal of the men who had sacrificed themselves on the battlefields.” Stephan Audoin-Rouzeau & Annette Becker, *14-18: Understanding the Great War*, Hill & Wang, NY, 2000, p.9.

“The Anzac experience was a discovery of self, a growing awareness of what it means to be Australians or New Zealanders – one more step on the road to confirming a sense of national identity and national priorities.” Christopher Pugsley, *The Anzac Experience: New Zealand, Australia and Empire in the First World War*, Reed, Auckland, 2004, p.36.

“The return of war-mutilated servicemen radically transformed the lives of all disabled people in Britain. Within the non-disabled civilian population, masculine images and ideals were also modified.” Joanna Bourke, *Dismembering the Male*, Reaktion Books, London, 1999, p.16.

Sample Questions

To what extent did WWI change attitudes towards death and bereavement?

How significant was travel a motivation for soldiers’ and nurses’ enlistment in WWI?

Compare and contrast soldiers’ attitudes to France and Egypt. How might their attitudes illuminate notions of racial identity?

Compare and contrast Thomson (quote above) and Pugsley (quote above) and their attitudes towards Anzac and national identity.

Examining diaries and personal papers, how significant was the notion of ‘home’ for soldiers?

How significant is the commemoration of nurses’ service during WWI? How might this be explained?

To what extent do soldiers' reactions to the Egyptian and/or French landscape reflect environmental ideas of the early twentieth century?

Some primary source ideas that might not be immediately obvious...

- Local newspaper reports of exemption/military board hearings ie: appeals against conscription contain a huge amount of information;
- NZ Electronic Text Centre (<http://www.nzetc.org/>) Look under NZ History
- Archives New Zealand has a great deal of material related to the war, with many files on pensions, soldier suicides after the war, Maori fund raising etc containing letters from individuals and families.

Readings that deal with **sources** are marked with © in the reading lists