



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

HISTORY PROGRAMME

HIST334 World War One: Social & Cultural Perspectives on 1914-1918

20 POINTS

TRIMESTER 2 2016

Key dates

Trimester dates: 11 July to 13 November 2016

Teaching dates: 11 July to 16 October 2016

Mid-trimester break: 22 August to 4 September 2016

Last assessment item due: 6 October

Study period: 17–20 October 2016

Examination/Assessment Period: 21 October to 12 November 2016

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.

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

Class times and locations

Lectures: Thursday 3.10-4.00pm

Venue: Hugh Mackenzie HMLT104

Seminars

Please see the Academic Timetable 2016 www.victoria.ac.nz/students/study/timetables.

Names and contact details

Course Coordinator: Kate Hunter
Room No: OK417
Phone: 4636763
Email: kate.hunter@vuw.ac.nz
Office hours: tbc

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 course Blackboard site.

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.

Course learning objectives (CLOs)

HIST 334 aims to develop and refine students' abilities in many areas. Students passing the course should be able to:

1. demonstrate a deep understanding of the social effects of the Great War in a variety of national contexts;
2. describe the cultural meanings of the Great War both during the war and in the postwar period;
3. analyse the commemoration and remembrance of the war in a variety of contexts;
4. recognise a variety of approaches to the history of the Great War;
5. demonstrate refinement of bibliographic and research skills;
6. analyse confidently a range of primary sources, including images, artefacts and memorials; and
7. display a high level of competency in written and oral communication, and historiographical analysis.

Teaching format

The course includes one 50-minute lecture and one 2-hour seminar each week. Students will be expected to do the tasks required for specific seminars in advance of each seminar session, including the required reading, and the set assignments.

Workload

In accordance with University Guidelines, course design assumes students will devote 200 hours to the course throughout the trimester. The 200-hour total includes weekly attendance at lectures and seminars, completion of weekly readings, and research and writing for set assessment tasks.

To consider when planning your time:

- Seminar preparation requires careful reading of set texts for meaning and argument, as well as note-taking and preparation of responses to discussion questions. 'Budget' for at least one hour per reading, including additional internet research to help understand the historic and/or historiographical context of readings.
- Object stories, the research proposal and the essay require time to locate, retrieve and read a range of sources. Note-taking, planning, drafting and editing those drafts are all necessary before writing a final version. Begin assignments early.

Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Four object stories (250 words each) to be submitted in seminars during term, 10% each.	40%	1, 2, 3, 4, 5, 6, 7	On-going
2	Research essay proposal (600-800 words)	15%	1, 5, 6	18 August
3	Research essay (3000-3,500 words)	45%	1, 2, 3, 4, 5, 6, 7	6 October

SHORT DESCRIPTION OF ASSESSMENT TASKS:

OBJECT STORIES (8% x 5 = 40%) 250 words each excluding references

Every week there is an opportunity to research an object, memorial, primary source or commemorative object. During the course of the trimester, you must complete 4 of these 'object stories' including an illustration. Full instructions are on Blackboard under 'Assignments'. **Note** that while these object stories are short – usually less than one page – the 10% weighting signals that they will require a reasonable amount of research. Aim to spend approximately 2 hours on each one.

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

Research Essay Proposal must be submitted **NO LATER THAN Thursday 18 August**. To construct your essay question, choose components from the essay matrix provided and begin a bibliography. See full instructions on Research Proposal form and under 'Assignments' on Blackboard.

You will need to complete some preliminary reading on your topic in order to write the proposal, so ensure that you leave enough time to do this. 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 **Monday 5 September**.

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) 3,000-3,500 words

DUE DATE: **THURSDAY 6 OCTOBER**

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

- see Writing History Essays for guidance on all of these aspects:

CONTENT:

- Use of introduction
- Use of conclusion
- Coherence and strength of argument
- Range and Use of primary evidence (where appropriate) &/or use of appropriate secondary material as evidence
- Demonstration of research and bibliographic skills:

- Balance of narrative and analysis; answering the question

STYLE AND PRESENTATION:

- Sentences and paragraphs
- Clarity of expression
- Grammar and spelling
- Format of footnotes
- Format of bibliography

Submission and return of work

All assignments are due before **12.00 noon** on the due date.

Essays should be submitted in hard copy through the History office essay drop-off point, Old Kirk Room 405, together with completed cover and marking sheets, which are available at the office and on Blackboard. We reserve the right to ask for an electronic copy of any essays for checking in Turnitin.com (see www.cad.vuw.ac.nz/wiki/index.php/Turnitin).

Assignments will be returned at class times to be advised. If students do not attend these times, they may collect their essay from the History Office, Old Kirk Room 405 between the hours of 1.00 and 2.00 pm from Monday to Friday and must show their Student ID card before collection.

Extensions and penalties

Extensions

The course coordinator may grant extensions if exceptional and unforeseen circumstances arise, for example, illness or a family emergency. **You must inform the course coordinator as soon as a problem emerges, complete a Request for an Extension form (available in the History office Old Kirk 405), and agree to a new due date.** For instances of illnesses, presentation of a medical certificate will be necessary, and the doctor should note the number of days the illness has prevented students from undertaking any university work.

Penalties

Students will be penalised for late submission of assignments – **a deduction of 5% for the first weekday late, and 2% per weekday thereafter, up to a maximum of 10 weekdays.** Work that is more than 10 weekdays late can be accepted for mandatory course requirements but may not be marked.

Set texts

Readings in HIST334 are delivered both through the HIST334 Book of Readings (which will contain 'skeleton' readings for each seminar) and electronically through Blackboard (where a wider set of options is available). HIST334 Books of Readings will be available at vicbooks in the Hub: www.vicbooks.co.nz.


Recommended reading, watching, browsing

The literature on the Great War is vast! Some useful entry points are:

 Viewing:

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

'Regeneration' 1991, DVD1562

 www.1914-1918-online.net/ An international on-line encyclopaedia with over 900 entries on all sorts of aspects of the Great War.

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

Kate Hunter & Kirstie Ross, *Holding on to Home: New Zealand Objects and Stories of the First World War*, Te Papa Press, Wellington, 2014.

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.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course.

Student feedback

HIST334 has not been taught since 2013. The course now incorporates analysis of the centenary as it unfolds. In response to student enthusiasm for the Object of War Report, shorter reports have been integrated into the course to replace a different tutorial exercise.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz