Course title: "Lions Led by Donkeys": British Social Dynamics During World War I
Course code: HIST 3002 LNEN
Programs offering course: London Open Campus Block
Open Campus Track: Language, Literature, and Culture
Language of instruction: English
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Fall Block III 2020

Course Description
The First World War was a turning point in British political, economic, social and cultural history which provoked a reexamination of the relationship among the socio-economic classes in British society. The course examines key debates in British history during the war and into the interwar period. It charts political, economic, social, and cultural change in early twentieth century United Kingdom, including the suffragette movement, welfare reform and gender discourses. In this class, students will increase their knowledge and understanding of contemporary British history as well as critically evaluate historical issues and problems in this field. Students will visit public spaces and museums in London, including the Imperial War Museum and the Cenotaph, to add to their understanding of history.

Learning Objectives
By completing this course, students will:

- Analyse social and cultural dynamics surrounding the war, particularly related to gender and class issues
- Evaluate the impact of the war on the political links between Britain and Ireland
- Deconstruct how the societal shifts of war influenced the political, economic, social and cultural climate in post-war Britain
- Examine how remembrance of the First World War has been configured in multiple ways over the course of the twentieth and twenty-first centuries

Course Prerequisites
None.

Methods of Instruction
Through class discussions and debates the students will enhance their ability to critically engage with historical sources. Students will engage with key primary and secondary texts, and make site visits in order to add to their understanding of issues related to the First World War.

Assessment and Final Grade

1. Site Visit Analysis #1 10%
2. Site Visit Analysis #2 10%
3. Site Visit Analysis #3 15%
4. Source Analysis 20%
5. Final Essay 25%
6. Participation 20%
TOTAL 100%

Course Requirements
Site Visit Analysis #1
Students will visit several sites to learn more about the First World War and write an analysis after two of the site visits. Students will consider how site visits extend and add to their understanding of weekly topics and
relate this to class readings, lectures and seminars. After each site visit, students will be expected to write a minimum of 500 words. Writings will be graded on the basis of the depth of analysis, grammar and syntax.

Site Visit Analysis #2

Students will visit several sites to learn more about the First World War and write an analysis after two of the site visits. Students will consider how site visits extend and add to their understanding of weekly topics and relate this to class readings, lectures and seminars. After each site visit, students will be expected to write a minimum of 500 words. Writings will be graded on the basis of the depth of analysis, grammar and syntax.

Site Visit Analysis #3

Students will visit several sites to learn more about the First World War and write an analysis after two of the site visits. Students will consider how site visits extend and add to their understanding of weekly topics and relate this to class readings, lectures and seminars. After each site visit, students will be expected to write a minimum of 500 words. Writings will be graded on the basis of the depth of analysis, grammar and syntax.

Source Analysis

Students will focus on analyzing one primary source. For this, they can draw on a few secondary sources to provide background information and context to the primary source. But the emphasis needs to be on the primary source. The source analysis should be 1500 words long.

Final Essay

The final essay will be assessed based on a student’s ability to compose a text that critically evaluates a historical problem. Students should use primary and secondary sources in the composition of their essay. The essay needs to be 2000 words long.

Participation

As part of your work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon participation.

Participation is valued as meaningful contribution in the digital and tangible classroom, utilising the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course.

Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed.

This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on cocurricular and outside-of-classroom activities.

Attendance

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.
Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences for classes will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
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<tbody>
<tr>
<td>Up to 10%</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>Participation graded as per class requirements; 3% grade penalty &amp; written warning</td>
</tr>
<tr>
<td>More than 20%</td>
<td>Automatic course failure, and possible expulsion</td>
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</tbody>
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N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1**

**Class: 1.1 Orientation & Pre-war England**

This first class will give students an overview of the course, and introduce them to key terms and concepts of the course.

**Orientation, Overview of Pre-war England-Class, Gender and Welfare**

We will explore questions such as:

What was the state of Britain prior to World War I? How was the economy structured? How were relations across social classes constructed? What was the role of women in British society? How did the Suffragette movement motivate political change? What part did the government play in supporting the welfare of the country?

**Main Text:**

Choose one of the readings from below for today’s class.

**Additional Readings:**


**Week 2**

**Class: 2.1 World War I – The Western Front and Home Front**
This week, we will explore the formation of the fighting forces and the military activities on the Western Front, and discuss men’s experiences in the services. We will examine the medical outcomes, i.e. shell shock, wounds and disability that resulted from the fighting. Finally, we will look at women’s activities in wartime including new employment opportunities and shifting attitudes towards gender roles.

Propaganda and the Enemy

Today, we will explore the construction of ‘the Hun’ on the British home front and examine how propaganda played an important part in pursuing the war.

Main Text:


Class: 2.2 Servicemen in World War I

Today, we will investigate the realities of the lives of servicemen in World War I. Questions for the day will include: What expectations and attitudes did men hold in relation to the war? What activities did they engage in during the conflict? How did issues of class figure into these activities? What were the physical and mental traumas of the men at the front? How did the medical profession and society as a whole deal with the onslaught of medical issues such as shell shock and disability? What gender meanings were attached to wartime disease and disabilities?

Main Text:

Gregory, Chapter 1 “Going to War”, pp. 1-39, and Chapter 3, “From Spectatorship to Participation; From Volunteering to Conscription”, pp. 70-111

Additional Readings:


Class: 2.3 Site Visit – TBA

Assignment: Site Analysis 1 due

Week 3

Class: 3.1 The Home Front

This week, we will look more closely at the economic, political and social implications of the First World War on the British home front, and women’s changing roles in society during the conflict.

Women and World War I

The First World War brought great changes to women’s lives both in the home and in work. What opportunities did the war offer women? Did increased employment activities lead to better pay and equality for women? Did the war bring with it a relaxing of moral restrictions on women’s behavior?

Main Text:

Gregory, Chapter 4 “Economies of Sacrifice”, pp. 112-151.

Additional Readings:


Spurgeon, A., “Mortality or Morality? Keeping Workers Safe in the First World War”, in Andrews, M.
Class: 3.2 Society and the War

Under total mobilization, the war affected all aspects of daily life on the British home front. As a result, the government expanded its involvement in the welfare of its citizens. This class will explore questions including: How did the British government involve itself in the everyday lives of individuals? How did the government confront issues related to the war effort including industrial relations and social welfare?

Main Text:


Class: 3.3 Site Visit – Imperial War Museum

Assignment: Site Analysis 2 Due

Week 4

Class: 4.1 The Aftermath of War

This week, we will assess the social, cultural, political and economic impact of the war on the interwar period. During this time, Britain experienced high unemployment in the North and economic growth in the South. Gender tensions between returning men and women on the home front also occurred during this period.

Unemployment vs. Prosperity

Today, we will examine the changes to the economy that occurred in Britain following the war. How did shifts in the economy and altered consumer demands create unemployment in some industries, but growth in others? Why were areas in the North hit hard by changes to industry, while the South prospered? This class will also examine the living standards of the interwar period and discuss how the government constructed a system of social welfare to care for those in reduced circumstances. What was the economic status of families living in Britain at this time? How did the government assist those who were facing poverty?

Main Text:

Gregory, Chapter 8 “The Last War?”, pp. 249-276; Chapter 9 “Conclusion”, pp. 277-296

Additional Readings:


Laybourne, K., *Britain on the Breadline: A Social and Political History of Britain, 1918-1939* (1990), Chapter 2, pp. 41-68.


Class: 4.2 Gender Roles in Society

We will consider how far traditional roles for men and women were reasserted in Britain after World War I ended. Did women maintain the independence and presence in the public sphere that they had experienced during the war? How did men adjust to the society they returned to? Was it “back to home and duty” for women?

Main Text:

Choose one of the readings from below for today’s class.
Additional Readings:


Class: 4.3 Site Visit – TBA

Assignment: Source Analysis Due

Week 5

Class: 5.1 Remembering the War I – Memorials

In many ways, the war did not end in 1918. It continued on in the hearts and minds of individuals who had fought in the conflict, and who had lost loved ones on the battlefield. This week, we will explore how the nation and individuals mourned the dead of World War I after the conflict had concluded.

Cities in Mourning

At the local level, many cities and towns had erected monuments to the World War I dead by 1930. These memorials acted as focal points of local ceremony, remembrance and grief. We will discuss how these monuments acted as sites of civic identity and political controversy.

Main Text:

Gregory, Introduction

Additional Readings:


Class: 5.2 Contemporary Public Memory of the War

The war has been continually remembered throughout the twentieth and twenty-first centuries. However, the memory of World War I has taken many forms and changed over time. We will explore the ways in which the war has been commemorated and discuss how these events relate to issues of identity, gender and memory. We will also explore the role of the Imperial War Museum in forming and perpetuating the public memory of Britain’s wars, particularly World War I. Discussions will draw on students’ early observations and experiences during their site visit to the IWM.

Main Text:

Choose one of the readings from below for today’s class.

Additional Readings:


Winter, J., *Remembering War: The Great War Between History and Memory in the 20th Century*
Class: 5.3 Site Visit – Monuments Walking Tour

**Assignment:** Site analysis 3 due

**Week 6**

Class: 6.1 **Remembering the War II – Changing Memory and Cultural Consumption**

This week, we will continue our discussions from last week by examining the different ways in which the war has been remembered through cultural consumption, and how the public memory of the war has shifted over time.

**Remembering through Art and Tourism**

We will investigate how the war was remembered in multiple forms of consumer culture from souvenirs and art objects to battlefield tours.

**Main Text:**

Choose one of the readings from below for today’s class.

**Additional Readings:**


Class: 6.2 **Film & Discussion – “War Horse”**

We will watch the American-British drama “War Horse” (Steven Spielberg, 2011) and discuss how the film relates to ideas of memory, popular culture and artistic representations of the war in the twenty-first century.

Class: 6.3 **Round-up Discussions**

We will review the political, economic, social and cultural issues that shaped the history of the First World War in Britain.

**Assignment:** Final Essay due

**Course Materials**

**Readings**

The main text for this course is A. Gregory, *The Last Great War* (2008). Each week, students will be expected to read the portion of the main text listed in the syllabus prior to coming to class. In class, lectures, seminars and discussions will be based on the main text and additional materials.

Students will also be presented with a list of additional reading material to help supplement their understanding of the topics discussed in class, and help with their class assignments.
Online Resources

The National Archives
http://www.nationalarchives.co.uk/

The British Library
http://www.bl.uk/

The National Army Museum Collection
http://www.nam.ac.uk/collection

The British Legion
http://www.britishlegion.org.uk/

The Imperial War Museum Collections
http://www.iwm.org.uk/

The Transport Museum Collections
http://www.ltmuseum.co.uk/collections

The Wellcome Collection-Medical collections and library
http://wellcomecollection.org/

Hansard-Parliamentary records from the Houses of Lords and Commons
http://www.parliament.uk/business/publications/hansard/

National Inventory of War Memorials, UK (based in IWM, London)
http://www.iwm.org.uk/memorials/search?
utm_source=ukniwm&utm_medium=rw&utm_campaign=wmalaunch&from=/

War Memorials Archive
http://www.greatwar.co.uk/organizations/ukniwm.htm

Commonwealth War Graves Commission (previously Imperial War Graves)
http://www.cwgc.org/