



In Flanders Fields: Europe and the Great War, 1914-1919

Overview:

This active-learning seminar on the First World War will be taught in London, Paris and on the battlefield of The Marne. Students will synthesize an array of cultural, social and political source materials (both from the period of the war and written long after as criticism and analysis, while they also situate what they learn within the very real urban and battlefield topographies where the war's human actors operated a century ago. In addition to being asked to contextualize the war in its historical, geographical and sentimental settings, students will also assess a variety of sources and points of view related to the long-term geo-political centrality of the First World War.

Learning Outcomes:

1. Acquire mastery over the basic historical arguments about the causes and course of the First World as these pertain to both the general European war and specifically to the British and French experiences in the build up to and prosecution of the war.
2. Explain the historiographical arguments about the 1914-1918 war as a point of rupture from the past versus counterarguments about the war and its era as points of continuity with the 19th century and its triple fixations on ideas of progress, the prosecution of empire at all costs and the centrality of nationalism as a cultural and social expression of integration
3. Illustrate and analyze the national particularities of the war experience in Britain and France by using first-person soldier and home-front narratives to produce either a brief research design related to the soldier/home front dichotomy in both countries or a mock lesson plan related to a walking-lecture itinerary of the student's design, to feature a specific argument about how a city or other terrain could be used teach a high school class about some key element of the war's causes, course or outcomes.

Themes

In Flanders Fields will focus on four primary themes:

- **What were the economic, political, social and cultural causes of the war?** Before it began, the Great War was never envisioned as such. In fact Europeans had endured seemingly endless tests to the geopolitical stability that had characterized nearly a century of their history without having to experience the utter end of that stability. Our course will explore the interwoven worlds of empire, social and national integration and cultural progress that characterized Europe in the half century prior to 1914. As we assess, too, where massive fault cut through the bedrock of certainty that seemingly defined the era from which the war arose.
- **How did the British and the French mobilize and field the armies that fought on the western front and how were home-front efforts put forth by both countries to sustain the war effort? What about the British and French efforts differed from the German example and Russian examples?**
- **How do the histories of the pivotal battles of The Marne, Verdun and the First Somme reveal differences between the British and the French strategies and overall experiences of the war?**
- **What have been the most enduring legacies of the war for Europeans and the world since the Versailles peace?**

Books

- Brittan, V. Testament of Youth. You may use any printed edition of this book that you'd like, but there is a Kindle Edition:
https://www.amazon.com/Testament-Youth-Autobiographical-Study-1900-1925-ebook/dp/B00H6T1AB6/ref=tmm_kin_swatch_0?encoding=UTF8&qid=&sr
- Sherriff, R.C. Journey's End. You may use any printed edition of this book that you'd like, but there is a Kindle Edition:
https://www.amazon.com/Journeys-End-Penguin-Modern-Classics-ebook/dp/B002RI97WA/ref=tmm_kin_swatch_0?encoding=UTF8&qid=&sr
- Barker, Pat. Regeneration. You may use any printed edition of this book that you'd like, but there is a Kindle edition.
<https://www.amazon.com/Regeneration-Pat-Barker-ebook/dp/B0023SDQB2>

Podcasts

- How Britain Went to War: <http://www.bbc.co.uk/programmes/p02sx6ms>
- Women's Lives on the Homefront:
<http://www.bbc.co.uk/programmes/p02sx5v6>

- France: Heroism <http://www.bbc.co.uk/programmes/p02sx6p8>
- The Psychology of War: <http://www.bbc.co.uk/programmes/p02sx707>
- <http://www.podcastchart.com/podcasts/world-war-i-podcast/episodes/the-battle-of-the-marne-1914-one-hundred-years-later>
- The Battle of Verdun: The Background and the Plan: <http://directory.libsyn.com/episode/index/id/2955545>
- <http://www.iwm.org.uk/history/podcasts/voices-of-the-first-world-war/podcast-23-the-first-day-of-the-somme>

Films

- All Quiet on the Western Front (Available for rent or purchase on Amazon.)

Assessment

Students in this course will be evaluated based on their performance on a final examination, five blog entries/reaction essays, and their course participation.

- There will be one comprehensive final exam in the class that will consist of questions taken from academic lectures, class walks, site visits, readings, and cultural experiences encountered as part of the course. The exam is worth **30% of your final grade** and will be given in class in Paris. We will provide significant detail throughout the course on the structure, content areas, and other aspects of the final exam.
- Students will produce a 2-3 page response essay or blogpost in reaction to three of our major site visits. Response essays will be worth **30% of your final grade**.
 - 1) The Imperial War Museum, London
 - 2) Queen Square Archives, London
 - 3) Tate Britain and Tate Modern, London
 - 4) Army Museum, Paris
 - 5) The Marne Battlefield and the Musee de la Grande Guerre, Meaux
 - 6) Palace of Versailles
- Given the unique character of the Catalyst program, participation in all course activities is mandatory. Students are expected to arrive on time (every time) and to actively participate in all scheduled activities. Participation includes being present (physically and mentally), on time, having done the required reading, and actively engaging in discussions/sharing ideas with classmates. **Participation will count for**

- 30% of your final grade.** If a student misses a scheduled course activity, one letter grade will be deducted from the student's final grade. If a student misses two class activities, two letter grades will be deducted. If a student misses three class activities, the student will receive an F for the course, and face dismissal from the Catalyst program. It is also critical that you be on time for class meetings. You should plan to arrive at our meeting place at least five minutes prior to our formal meeting time. Being more than five minutes late for a formal meeting time will result in a minimum 20-point deduction for the Participation component of your grade. Being late twice will be treated as a missed class and penalized as discussed above. Even if you show up on time, you may receive deductions from your participation grade if you are obviously unprepared, unresponsive, uncooperative, or behave in ways to worsen the course experience of other students.
- Students will prepare either a 2-3 page mock lesson plan for a high-school level walking-lecture to be done in either London and Paris or else a 2-3 page research design related to an original argument related to our discussions of historiography and available source materials in London and Paris. **This will count for 10% of your final grade.**

Grading:

Final Exam	30%
Blog Entries/Reaction Essays (3 @ 105 each)	30%
Participation	30%
Lesson Plan/Research Design	10%

NOTE: No extra credit will be offered or accepted.

Schedule of Topics

- 1) Wed 17 May 2017 9:30 – 2:30 PM ***The World of Yesterday: European Power, Confidence, Empire and Class to 1914***
 - The British Library, Stefan Zweig Manuscript Collection
 - The Edith Cavell Memorial
 - Trafalgar Square
 - The Royal Guard's Memorial
 - The Royal Grenadiers Church
 - The Flanders Fields Garden
 - Buckingham Palace

- 2) Thursday 18 May 2017 9:30 – 2:30 PM **From the Cavalcade to War to the Royal Fusiliers at Mons: *The Great War and Modern Memory***
 - The Courtauld Gallery and the Bloomsburg Group Exhibition
 - The Fusiliers Memorial, Chapel and Garden
 - The Tower of London: The Museum of the Royal Fusiliers

- 3) Friday 19 May 2017 9:30 – 2:30 PM ***Journey's End: Warfare Eye Deep in Hell***
 - The Tate Modern
 - Waterloo Station
 - The First World War Rooms of The Imperial War Museum
 - VERY BRITTAN: discuss

- 4) Saturday 20 May 2017: **City Sojourn London:FREE DAY**

- 5) Sunday 21 May 2017 9:30 – 2:30 PM: ***Goodbye to All That: War, Empire and the Homefront***
 - Bloomsbury in the footsteps of Septimus Smith
 - Fleet Street, St. Paul's and The Tipperary Pub

- 6) Monday 22 May 2017 9:30 – 2:30 PM: ***The Maimed and the Damned: The First Somme, Shell Shock and Regeneration***
 - Queens Square Archive
 - Tate Modern
 - PAT BARKER: discuss

- 7) Tuesday 23 May 2017: ***TravelDAY: All Quiet on the Western Front, Film*** 12:00 – 2:30 PM

- 8) Wednesday 24 May 2017 9:30 – 2:30 PM: ***From Revolution to Empire and Beyond: Paris and The French Nation in War and Peace***
 - Ecole Militaire
 - Champs de Mars
 - Alexander III Bridge
 - Arch de Triumph

9) Thursday 25 May 2017 9:30 – 2:30 PM ***The Tortured World of the Poilu***

--Army Museum
--Crypt of Napoleon

10) Friday 26 May 2017 9:30 – 5:30 PM: ***Into the Mincing Machine***

--Gare de l'Est (Verdun)
--The Marne Battlefield around Meaux, France
--Musee de la Grande Guerre
--RC SHERRIFF: discuss

11) Saturday 27 May 2017: **City Sojourn Paris: FREE DAY**

12) Sunday 28 May 2017: 9:30 – 2:30 PM ***The War to End all Wars and After: Peace and its Price***

--Versailles

13) Monday 29 May 2017 9:30 -4:30: Reading, Review, Final Examination

UNIVERSITY POLICY ON ACADEMIC CONDUCT:

The University of West Florida is dedicated to the highest principles and standards of academic integrity. An academic violation by a student can negatively impact a class, program and/or college in ways that are unique to each discipline. Academic integrity is closely related to professional ethics and requires that students honestly acknowledge their use of the ideas, words, and written work produced by any other individual, institution or source. Failure to acknowledge properly the use of another's intellectual output constitutes a form of academic misconduct. (UWF Academic Misconduct Code, UWF Student Planner and Handbook 2011-2012, p. 38)

Academic dishonesty is a serious offense and will be taken seriously. Please refer to the UWF Student Handbook for a list of behaviors that fall under the definition of academic misconduct. The handbook also outlines the penalties for academic misconduct and the due process procedures that must be followed. The Student Code of Conduct is posted at the following URL:

<http://uwf.edu/media/university-of-west-florida/offices/student-affairs/dean-ofstudents/osrr/documents/Student-Code-of-Conduct.pdf>

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Additional Information on Plagiarism:

Your writing is your intellectual property. Guard it carefully. You could find yourself in the unpleasant position of trying to prove that you are the true author of this work. Save preliminary drafts of your work, reading notes, data collection sheets, and copies of library sources you make while researching your paper. You may be asked to produce these if questions of authorship arise. Make back-up copies to protect your work from computer failures. I reserve the right to submit written assignments to the Turnitin service or use other methods to evaluate the originality of the work submitted. I will remove personal identifiers from any electronic files I submit to the Turnitin database for evaluation. Plagiarism is a serious violation of academic standards and will be punished severely. Students who plagiarize will fail the course and will be referred to the Dean for academic dishonesty. Some students are surprised to learn that they plagiarized themselves when they inappropriately used work produced for one course in another course. If you are unsure, ask your instructor for guidance. See the UWF Student Planner and Handbook and the Student Code of Conduct for information about the University policy on academic conduct and plagiarism and the consequences for students who engage in academic misconduct.

Note: The Center for University Teaching, Learning, and Assessment grants permission to instructors to include this language as well as other policy language presented in this sample syllabus on your course syllabus.

ASSISTANCE FOR STUDENTS WITH SPECIAL NEEDS:

The University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with the Student Disability Resource Center (SDRC) at <http://uwf.edu/offices/student-disability-resource-center/>. Appropriate academic accommodations will be determined based on the documented needs of the individual. For information regarding the registration process, e-mail sdrc@uwf.edu or call [850.474.2387](tel:850.474.2387).

VETERANS SERVICES:

The UWF Military & Veterans Resource Center (MVRC) serves as a leading campus advocate for military and veteran students, working to ensure the needs of these individuals are met through coordinating with multiple university offices and services. The center provides assistance with the following: GI Bill R education benefits, active duty tuition assistance, out of state fee waiver, tutoring, paper reading, counseling, disability accommodations, coordinating academic advising and referral to state /federal resources and services. The MVRC is located in bldg. 38. For more information on MVRC service, call 474-2550 or visit <http://uwf.edu/militaryveterans>

WEATHER EMERGENCY INFORMATION:

In the case of severe weather or other emergency, we will make announcements about changed plans and safety via our Facebook group and/or on site.