

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



**VICTORIA**  
UNIVERSITY OF WELLINGTON

**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS**

**HISTORY**  
**2007 TRIMESTER 2**

**HIST 334: The Great Sacrifice: Social and Cultural  
Perspectives on World War One CRN 11171**

**LECTURER:** Kate Hunter  
**ROOM:** OK 417  
**PHONE:** 463-6763  
**EMAIL:** Kate.hunter@vuw.ac.nz

**LECTURE TIMES:** Thursday 11:00 – 11:50am  
**VENUE** MY LT101  
**SEMINARS** Tuesday 10:00 – 11:50am  
Tuesday 2:10 – 4:00pm  
Wednesday 9:00 – 10:50am  
Wednesday 2:10 – 4:00pm  
(venues to be announced)

Please note, seminars commence in Week 2

**OFFICE HOURS:** Alternate Wednesdays 10-12. Thursdays 1-2. You are also welcome to telephone or email me for an appointment.

#### **ADDITIONAL INFORMATION**

Information about any changes to the timetable or programme will be announced in lectures and posted on the History notice board.

#### **COURSE AIMS**

This paper explores the Great War as more than a military event. Rather a variety of perspectives are examined on the social and cultural meanings of the War in a variety of national contexts focussing particularly on Britain, France, Germany and drawing on materials from other combatants, especially Australia and New Zealand. The paper aims to provide students with a deeper understanding of the period from 1900 to the 1920s, and the longer-term developments stemming from the Great War, particularly the construction of collective memory. The paper will also allow students the scope to study New Zealand and Australian societies and the evolution of such representations and 'legends' as that surrounding the Anzacs.

## COURSE OBJECTIVES

HIST334 aims to develop and refine students' abilities in many areas. Students will:

- Develop a deeper understanding of the social effects of the Great War in a variety of national contexts;
- Explore the cultural meanings of the Great War both during the war and in the post-war period;
- Analyse the commemoration and remembrance of the war in a variety of contexts;
- Recognise a variety of approaches to the history of the Great War;
- Refine their bibliographic and research skills;
- Develop further skills in analysing primary sources, including images, artefacts and memorials; and
- Consolidate a high level of competency in written and oral communication, and historiographical analysis.

## COURSE CONTENT

See Lecture and Seminar programmes on pp. ix

Essential Text:

HIST 334 Book of Readings available at the Student Notes Shop;  
Writing History Essays available at Student Notes or as a pdf on [www.vuw.ac.nz/history](http://www.vuw.ac.nz/history)

Suggested background reading/ viewing:

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

'1914-1918: the Great War and the shaping of a century', BBC, VIS3533

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

Modris Eksteins, *Rites of Spring: The Great War and the Birth of the Modern Age*, Bantam Press, London, 1989

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'.

## ASSESSMENT

Assessment is in-course work, consisting of:

- a research essay proposal (20% of total grade)
- Research essay (45% of total grade)
- Memorial Report (35% of total grade)
- Students will also be required to introduce the readings in seminars. Topics will be decided in the first week.

## INTRODUCING READING 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.

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, and a discussion of the source (problems, uses, etc) in the case of primary material. Where possible, comparisons with material uncovered in your research essays or with material from previous weeks are encouraged.

Topics will be decided on in the first seminar.

### **RESEARCH ESSAY (45% of total grade) 3,000 words**

DUE DATE: YOU MAY SUBMIT YOUR ESSAY ANY TIME FROM MONDAY 3 SEPTEMBER BUT NO LATER THAN FRIDAY 14 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. To construct your essay question, choose components from the matrix on pp. ix-xi.

### **RESEARCH ESSAY PROPOSAL (20% of total grade)**

Research Essay Proposal must be submitted NO LATER THAN Friday 10 August. See instructions on pp. x.

### **MEMORIAL REPORT (35% of final grade) 1500w**

DUE DATE: NO LATER THAN FRIDAY 12 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?

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

- How is the memorial used by the community within which it is situated?
- 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?)
- Is the memorial a focus for ceremonies? How is it used?
- Where might the study of this memorial/commemorative object fit within the historiographical discussion on memorials and commemoration?

Cautions: Some memorials are well researched already (for example the National War Memorial, Tomb of the Unknown Warrior and Lower Hutt Cenotaph), and 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.

#### 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; 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.

### MANDATORY COURSE REQUIREMENTS

To gain a pass in this course each student must:

- a) Submit the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work)

PLEASE NOTE that 19 October 2007 is the FINAL DATE on which any written work can be accepted by the Programme, since this is the date on which we must determine whether students have met the course requirements. This means that the provision for late submission with a penalty does not apply beyond this date. Permission to submit work after 20 October must be sought in writing from the Head of Programme, and will only be granted for

serious medical reasons (supported by medical certificate), or in case of serious personal crisis.

NB: A student who has obtained an overall mark of 50% or more, but failed to satisfy a mandatory requirement for a course, will receive a K grade for that course, while a course mark less than 50% will result in the appropriate fail grade (D, E or F).

### **EXTENSIONS AND PENALTIES**

Extensions for assignments can be requested BEFORE the due date in the case of illness or unforeseen circumstances. Please fill out a form at the History office and see the lecturer. There is flexibility in the due dates for each piece of work in HIST334 (see due dates); if you have multiple assignments due at the same time during the trimester you must request a renegotiation of due dates before the end of week 4. Otherwise, multiple assignments due at the same time will not be accepted as a reason for an extension request.

If an extension is not sought, or not approved, and assignments are late students will be penalized for late submission of essays - a deduction of: 5% per day for 5 days thereafter work can be accepted for mandatory course requirements but will not be marked.

### **WORKLOAD**

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote 18 hours per

week to HIST334. This includes 1 hour of lectures and 2 hours of seminars per week.

### **AEGROTATS**

Please note that under the Assessment Statute (Sections 4.5) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of second trimester courses in 2007 the starting point for this period is Monday 24 September 2007.

The following rules apply:

- where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.
- if none of the above is available to the student, e.g., if she/he has an ongoing illness, than an aegrotat will be considered. See Assessment Statute (Sections 4.5) for a full explanation of the rules governing the provision of aegrotats in these circumstances.

## GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at [www.vuw.ac.nz](http://www.vuw.ac.nz).

### Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

[www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)

The Policy on Staff Conduct can be found on the VUW website at:

[www.vuw.ac.nz/policy/staffconduct](http://www.vuw.ac.nz/policy/staffconduct)

### Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at: [www.vuw.ac.nz/policy/academicgrievances](http://www.vuw.ac.nz/policy/academicgrievances)

### Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- cancellation of your mark for an assessment or a fail grade for the course,
- suspension from the course or the University.

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

[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html)

**Students with Impairments** (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from

Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070 email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz)

The History Disability Liaison Person is Giacomo Lichtner and he can be contacted on 463 6756 or email [giacomo.lichtner@vuw.ac.nz](mailto:giacomo.lichtner@vuw.ac.nz). His office is located in 412 Old Kirk Building.

### **Student Support**

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contacts are Dr Allison Kirkman, Murphy Building, room 407 and Dr Stuart Brock, Murphy Building, room 312. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International

### **Manaaki Pihipihinga Programme**

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact [Manaaki-Pihipihinga-Programme@vuw.ac.nz](mailto:Manaaki-Pihipihinga-Programme@vuw.ac.nz) or phone 463 6015 to register for Humanities & Social Science

mentoring and 463 8977 to register for mentoring for Commerce and Administration courses

- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; [Pacific-Support-Coord@vuw.ac.nz](mailto:Pacific-Support-Coord@vuw.ac.nz) or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

### **Student Services**

In addition, the Student Services Group (email: [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)) is available to provide a variety of support and services. Find out more at:

[www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/)

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.



Lecture and seminar guide in here

**Research Essay Proposal Form:**

Due no later than Friday 10 August.  
This assignment is worth 20% of your final grade.

- \*This template is available on Blackboard to download
- \*Please remember to keep a copy of all assignments
- \*the format of your bibliography must be correct to be awarded marks

NAME:

Learning Goals:

What are two learning goals for this research project?

SHORT DESCRIPTION OF YOUR PROJECT: 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.

(10/20 marks)

AT LEAST 20 SOURCES YOU HAVE IDENTIFIED including at least 5 articles (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)

Essay matrix

Essay

matrix

ii

essay

matrix

iii

READING GUIDE
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## Seminar One: Great War History

In the 1970s there was a major shift in the historiography of WWI. This week's readings explore this shift away from seeing the War in strictly military terms to the exploration of the War as a social and cultural turning point. Braybon outlines some key debates in the historiography. Choose two of these shifts or debates and make some notes about them. What are some of the features of the historiography of the other article you chose to read? Does it reflect one of the debates in Braybon's overview or is it altogether another direction?

Reading:

Gail Braybon, 'Introduction' in Gail Braybon, (ed), *Evidence, History, and the Great War: Historians and the Impact of 1914-1918*, 2003.

And one of the following:

Samuel Hynes, *A War Imagined: The First World War and English Culture*, London, 1990, chapter 1.

Margaret H Darrow, *French Women and the First World War*, Berg, Oxford, 2000, pp.1-20;

Christopher Pugsley, *The ANZAC Experience: New Zealand, Australia and Empire in the First World War*, Reed, Auckland, 2004, pp.19-37.

Nicoletta Gullace, 'The Blood of Our Sons': Men, Women and the Renegotiation of British Citizenship During the Great War, Palgrave, London, 2002, pp.1-10.

Further Reading:

Almost any introduction to a book concerned with social and cultural aspects of the War will examine this historiographical trend. But see particularly Jay Winter & Antoine Prost, *The Great War in History: Debate*, CUP, Cambridge, 2005.

Alistair Thomson, *Anzac Memories: Living with the Legend*, Melbourne, 1994, introduction.

Brian Bond, (ed), *The First World War and British Military History*, Clarendon Press, Oxford, 1991.

Paul Fussell, *The Great War and Modern Memory*, 1975

Smith, Audoin-Rouzeau & Becker, *France and the Great War, 1914-1918*, Cambridge, 2003.

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## READING GUIDE

### Seminar Two: Men & manliness

A great deal has been written about men in WWI – usually as soldiers – but surprisingly little has been written about masculinity or manliness. The articles for this week look specifically at manliness, both before the war, and how it was transformed by the war. How do the authors define masculinity or manliness? Do you agree with these ideas? What characteristics of manliness changed during/after the war and which ones remained constant? How does an understanding of masculinity assist us in understanding the cultural and social meanings of WWI?

#### Task:

Using one of the resources below, search for an image of pre-war men or an image of soldiers (photos or posters, paintings etc) that relates to the readings. Print the image and bring it to class prepared to discuss why you chose the image and how it relates to this week's discussion.

<http://www.awm.gov.au/> Australian War Memorial

<http://memory.loc.gov/ammem/collections/rotogravures/> Library of Congress

<http://collections.iwm.org.uk/server.php?show=nav.00g> Imperial War Museum

<http://www.pictureaustralia.org/> Picture Australia

<http://timeframes1.natlib.govt.nz/> Timeframes (National Library of NZ)

<http://www.collectionscanada.ca/war-military/index-e.html>

Canadian Archives (From home page click 'Browse selected topics', and then 'war and military' to get to this page or search other parts for pre-war images)

#### Reading:

Read three of the following:

John MacKenzie, 'The imperial pioneer and hunter and the British masculine stereotype in late Victorian and Edwardian times', in J.A. Mangan & J. Walvin (eds), *Manliness and Morality*, Manchester, 1987.

Alistair Thomson, 'A crisis of masculinity? Australian military manhood in the Great War' in Joy Damousi and Marilyn Lake (eds), *Gender and War: Australians at War in the Twentieth Century*, Melbourne, 1995.

Martin Crotty, *Making the Australian Male: Middle-Class Masculinity, 1870-1920*, MUP, Melbourne, 2001, pp.10-30.

Jock Phillips, *A Man's Country? The Image of the Pakeha Male, a History*, revised ed, Auckland, (1987) 1996, pp. 158-192.

#### Further Reading:

See references in Joanna Bourke, *Dismembering the Male: Men's Bodies, Britain and the Great War*, London, 1996, introduction

Peter Stanley, "'Whom at first we did not like...': Australians and New Zealanders at Quinn's Post, Gallipoli", and

- Bronwyn Dalley, "'Come back with honour": Prostitution and the New Zealand Soldier, at Home and abroad' in Crawford & McGibbon, (eds), *New Zealand's Great War*
- Graham Dawson, 'The blonde bedouin: Lawrence of Arabia, imperial adventure and the imagining of English-British masculinity', in Michael Roper & John Tosh (eds), *Manful Assertions: Masculinities in Britain since 1800*, London, 1991.
- Graham Dawson, *Soldier Heroes: British Adventure, Empire and the Imagining of Masculinity*, London, 1994.
- Chapters by Allen & Mrozek in Mangan & Walvin, (eds), *Manliness and Morality*.
- John Keegan, *The Face of Battle*, London, (1976) 1991.
- Roberts, Mary Louise, *Civilization Without Sexes*, Chicago, 1994.
- Damoussi, Joy, *The Labour of Loss: Mourning, Memory and Wartime Bereavement in Australia*, Melbourne, 1999, chapter on fathers.
- Nicoletta Gullace, 'The Blood of our Sons', chapter 2, 'The making of Tommy Atkins: Masculinity, propaganda and the triumph of family values'.
- Santanu Das, *Touch and Intimacy in First World War Literature*, CUP, Cambridge, 2006
- Allen J Frantzen, *Bloody Good: Chivalry, Sacrifice and the Great War*, University of Chicago Press, IL & London, 2003
- Robert L Nelson, 'Review Article: "Ordinary Men" in the First World War? German Soldiers as Victims and Participants', *Journal of Contemporary History*, vol.39, no.3, 2004, pp.425-435. (Review articles of non-English books can be found in English language journals and are a good way of accessing those books.)
- Lisa James, 'The impact of conscription on farming families in New Zealand during the Great War', *History Honours Long Essay*, VUW, 2006 (available from the History Office)
- For an excellent discussion of masculinity as an historical category, see Laura Lee Downs, *Writing Gender History*, Hodder Arnold, London, 2004.
- Philippa Levine, *Prostitution, Race and Politics: Policing Venereal Disease in the British Empire*, 2003
- Fleming, 'Fighting the "Red Plague": Observations on the responses to venereal disease in New Zealand 1910-1945', *NZJH*, 22, 1, 1988, pp.56-64.
- Alice Neville, "'Avaricious money-making harlots" and "innocent country boys exposed to temptation": Prostitution in New Zealand in WWI', *History Honours Long Essay*, VUW, 2006 (available from History Office)
- Martyn Lyons, 'French soldiers and their correspondence: Towards a history of writing practices in the First World War', *French History*, vol.17, no.1, 2003, pp.79-95
- Carol Acton, 'Writing and waiting: the First World War correspondence between Vera Brittain and Roland



Leighton', *Gender & History*, vol11, no.1, April 1999, pp.54-83

Martha Hanna, 'Writing home: French troops, family correspondence, and the First World War', *Proceedings of the Western Society for French History: Selected papers of the 1998 meeting*, 1999.

Martha Hanna, 'A republic of letters: The epistolary tradition in France during World War I', *American Historical Review*, 108 (5), December 2003, pp.1340-1342

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## READING GUIDE

### Seminar three: Women's war

Feminist historians have seen the War in a variety of ways. It represents a watershed for women in almost all areas of their lives from work to sexuality and leisure. British feminist historians also connect the War to the gaining of women's suffrage in Britain. There are also discussions of the rise of motherhood as an expression of citizenship (Marilyn Lake for example writes of the 'soldier citizen' and the 'mother citizen' in 'Mission Impossible' – see further reading for seminar 7).

This week we read three chapters about the changes to women's paid and voluntary labour and two chapters about wider issues of sexuality and domestic lives. What aspects of femininity are being drawn out by these authors? How is femininity defined (and cut across by class) in these readings? Are authors identifying the same broad changes to concepts of femininity as we read about in the writings on masculinity? Are there different approaches to the study of femininity and masculinity? How might we begin to discuss the gendered impact of the War?

#### Reading

Read one from each group ... (two of these are quite short):

##### Group A:

Gail Baybon & Penny Summerfield, *Out of the Cage: Women's Experiences in Two World Wars*, London, 1987, chapter 2, 'Women before 1914'.

Deborah Thom, *Nice Girls and Rude Girls: Women Workers in World War I*, London, 1998, chapter 2, 'Women and work in Wartime Britain'.

Janet Watson, *Fighting Different Wars: Experience, Memory and the First World War*, CUP, Cambridge, 2004, chapter 3 "Other Armies".

##### Group B:

Susan R Grayzel, *Women's Identities at War: Gender, Motherhood, and Politics in Britain and France During the First World War*, Chapel Hill, 1999, chapter 4, 'Sexuality and the social order'.

Claire A Culleton, *Working-Class Culture, Women and Britain, 1914-1921*, New York, 1999, chapter 5, 'DORA and women's social and domestic lives during the war'.

#### Task:

Using the database in the library "Women, War and Society, 1914-1918", choose 5 search categories and list some of the types of records that appear. Choose one image or document about women's role in the war. How does it relate to the readings you have completed for this week?

#### Further Reading/Other resources:

The bibliography of any of the readings will give you a great deal of material to go and look at but here are some others...  
Chapters by Deborah Thom, Gail Braybon and Susan Grayzel in Gail Braybon, *Evidence, History and the Great War*

CDR337 'Main Themes in Women's History from the Enlightenment to the Second World War', CD3-Women and War in Twentieth Century Britain.

Megan Hutchings, "'Turn back this tide of barbarism': New Zealand women who were opposed to war, 1896-1919", MA thesis, VUW 1990. and see her chapter in Crawford & McGibbon

Daniel Reynaud, 'Convention and contradiction: Representations of women in Australian war films, 1914-1918', AHS, no.113, October 1999, pp.215-230.

Kathleen Kennedy, *Disloyal Mothers and Scurrilous Citizens: Women and Subversion during World War I*, Indianapolis, 1999 (on US)

Katie Holmes, 'Day mothers and night sisters: World War I nurses and sexuality' in Damousi and Lake (eds), *Gender and War*. In same collection, see: Joy Damousi, 'Socialist women and gendered space: anti-conscription and anti-war campaigns 1914-18'.

Tylee, Claire M, *The Great War and Women's Consciousness: Images of Militarism and Womanhood in Women's Writings, 1914-64*, London, 1990.

See also images on [http://perso.wanadoo.fr/horstg/pages/cpa\\_fra3.htm](http://perso.wanadoo.fr/horstg/pages/cpa_fra3.htm) of French women, nurses etc.

Nicoletta Gullace, *The Blood of our Sons: Men, Women and the Renegotiation of British Citizenship during the Great War*, New York, 2002.

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Judith Smart, 'The Great War and the "scarlet scourge"' in Smart & Wood, (eds), *An ANZAC muster : war and society in Australia and New Zealand 1914-18 and 1939-45*, Clayton, 1992

See readings on venereal disease and prostitution in previous reading list

Bronwyn Dalley, 'Lolly shops "of the red-light kind" and "soldiers of the King": Suppressing one-woman brothels in New Zealand, 1908-1916', *NZJH* 30, 1, 1996, pp.3-23.

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READING GUIDE
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## Seminar Four: The Great War Body

We cannot escape the physicality of this war – many historians have examined the links between the rhetoric of war and sport, and in other ways we can see the war's bodily effects – the jaundice of munitions workers and of course the injuries of soldiers. This week's readings tie in with previous readings about manliness/masculinity and femininity'. We also stretch out to literary theory in Das's exploration of touch. How might this kind of approach assist historians in their explorations of the war? In your notes for this week I'd like you to be connecting the readings from all three weeks in your heads (and on paper ready for discussion!).

Task:
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For this coming session please go to one of the websites listed below and choose one paintings or posters of soldiers or war workers. Critically examine how their bodies are represented?

<http://www.awm.gov.au/> Australian War Memorial

<http://memory.loc.gov/ammem/collections/rotogravures/> Library of Congress

<http://collections.iwm.org.uk/server.php?show=nav.00g> Imperial War Museum

<http://www.pictureaustralia.org/> Picture Australia

<http://timeframes1.natlib.govt.nz/> Timeframes (National Library of NZ)

<http://www.collectionscanada.ca/war-military/index-e.html>

Canadian Archives (From home page click 'Browse selected topics', and then 'war and military' to get to this page)

## Reading:

Joanna Bourke, 'The battle of the limbs: amputation, artificial limbs and the Great War in Australia', AHS, vol.29, no.110, 1998, pp.49-67

## OR

Joy Damousi, *The Labour of Loss*, Melbourne, 1999, chapter 5

## AND

Sanatu Das, *Touch and Intimacy in First World War Literature*, CUP, Cambridge, 2006, pp.1-32

## Further Reading:

Kay Saunders, "'Specimens of superb manhood": the lifesaver as national icon', *Journal of Australian Studies*, March 1998, no.56. (This is a special issue on Australian masculinities – see also Stephen Garton's article on masculinity and war in the twentieth century) Access on Expanded Academic.

Murray Phillips, 'Sport, war and gender images: the Australian sportsmen's battalions and the First World War', *International J of the History of Sport*, 14 (1), 1997, pp.78-96.

Colin Veitch, "'Play up! Play up! And win the war!'" Football, the nation and the First World War', *Journal of Contemporary History*, 20 (3), 1985, pp.363-378

- Joanna Bourke, *Dismembering the Male: Men's Bodies, Britain and the Great War*, London, 1996.
- Andrew Bamji, 'Facial Surgery: The Patients Experience', in Hugh Cecil and Peter H. Liddel (eds), *Facing Armageddon: The First World War Experience*, London, 1996.
- Daryl Adair, John Nauright and Murray Phillips, 'Playing Fields Through to Battlefields: The Development of Australian Sporting Manhood in its Imperial Context, c. 1850-1918', *Journal of Australian Studies*, 56, 1998, pp. 51-68.
- Dale Blair, 'War and Peace, 1915-1924', in Rob Hess and Bob Stewart (eds), *More than a Game: The Real Story of Australian Rules Football*, Melbourne, 1998, pp. 114-138.
- Fiona J. Hall, "'The Greater Game' Sport and Society in Christchurch During the First World War, 1914-1918', MA Thesis, University of Canterbury, 1989.
- Jock Phillips, 'Rugby, War and the Mythology of the New Zealand Male', *New Zealand Journal of History*, vol. 18 (2), 1984, pp. 83-103.
- Alice Neville, "'Avaricious money-making harlots" and "innocent country boys exposed to temptation": Prostitution in New Zealand in WWI', History Honours Long Essay, VUW, 2006 (available from History Office)
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## Seminar Five: Great War minds

From the discussions of bodies we turn to minds. Predictably, we return to the questions of masculinity and modernity; the medicalisation of the war and the development of psychiatry as a medical field are also important. Kaufmann particularly is interested in the ways psychiatry operated in post-war society and post-war culture. What can the study of a science that is essentially concerned with abnormality and illness tell us about society at large during and after the Great War? In what ways does it further our understanding of men's experiences of the war? What about the experiences of women who nursed them and to whom they returned?

## Reading:

Elaine Showalter, *The Female Malady: Women, Madness and English Culture*, New York, 1985, chapter 7.

Stephen Garton, *The Cost of War: Australians Return*, Melbourne 1996, chapter 5.

Doris Kaufmann, 'Science as cultural practice: psychiatry in the First World War and Weimar Germany', *Journal of Contemporary History*, v.34, no1, 1999, pp.125-144.

## Further Reading and Viewing:

Laurinda Stryker, 'Mental Cases: British Shellshock and the Politics of interpretation' in Braybon, *Evidence, History and the Great War*

Eric Leeds, *No Man's Land: Combat and Identity in WWI*, Cambridge, 1979.

Modris Eksteins, *The Rites of Spring: The Great War and the Birth of the Modern Age*, Boston, 1989.

Peter Leese, 'Problems returning home: the British psychological casualties of the Great War', *The Historical Journal*, v.40, Dec 1997, pp.1055-67

Pat Barker, *Regeneration*, 1991 – this has also been made into an excellent film – available at the AV Suite

Elaine Showalter, 'Rivers and Sassoon: The Inscription of Male Gender Anxieties', in Margaret Randolph Higonnet et al, (eds), *Behind the Lines: Gender and the Two World Wars*, New haven, 1987. (I have this available)

Martin Stone, 'Shellshock and the psychologists' in WF Bynum et al, (eds), *The Anatomy of Madness*, London, 1985.

Joseph Pugliese, 'The gendered figuring of the dysfunctional serviceman in the discourses of military psychiatry' in Damousi and Lake, (eds), *Gender and War*.

Alex Watson, 'Self-deception and Survival: Mental Coping Strategies on the Western Front, 1914-18', *Journal of Contemporary History*, vol.41, 2, 2006, pp.247-268.

Peter Barham, *Forgotten Lunatics of the Great War*, Yale University Press, New Haven, 2004.

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### Seminar Six: Homefronts

This week we look at the everyday living conditions of those at home. The issues of food riots and labour shortages fed into a host of wider social and political concerns around this time, not the least of which was agitation for women's political participation in Britain. Other movements were more directly anti-war movements: pacifist and anti-militarist organisations, socialists and anti-conscription campaigners.

#### Task:

Using the websites and databases from previous weeks OR the Times Digital Archive 1785-1985 (you can be very specific in your searching on this database), search for and bring to class your favourite propaganda poster or newspaper article aimed at the homefront. How does it demonstrate the tensions between unity and disunity present in the readings?

#### Reading:

Belinda J Davis, *Home Fires Burning: Food, Politics, and Everyday Life in WWI Berlin*, Chapel Hill, 2000, chapter 3.

Susanna Magri, 'Housing' in Jay Winter & Jean-Louis Robert (eds), *Capital Cities at War: Paris, London, Berlin, 1914-1919*, Cambridge, (1997), 1999.

Judith Smart, 'Feminists, food and the fair price: the cost-of-living demonstrations in Melbourne, August-September 1917' in Joy Damousi and Marilyn Lake (eds), *Gender and War: Australians at War in the Twentieth Century*, Cambridge, 1995.

Other readings on social conditions for civilians include:

Other chapters in Winter & Robert *Capital Cities at War*

Keith Allen, 'Food and the German home front: Evidence from Berlin' in Braybon, *Evidence, History and the Great War*

Richard Wall & Jay Winter (eds), *The Upheaval of War: Family, Work and Welfare in Europe, 1914-18*, Cambridge, 1988.

Janet McCalman, *Struggletown: Public and Private Life in Richmond, 1900-1965*, Melbourne, 1984

Vera Britten, *Testament of Youth*, London 1978

Commacchio, Cynthia *The Infinite Bonds of Family: Domesticity in Canada, 1850-1940*, University Toronto Press, Toronto, 1999.

Evans, Raymond, *Loyalty and Disloyalty: Social Conflict on the Queensland Homefront, 1914-1918*, Sydney, 1987.

Daniel Ute, *The War from Within: German Working Class Women in the First World War*, Oxford, 1997

Alice Neville, "'Avaricious money-making harlots" and "innocent country boys exposed to temptation": Prostitution in New Zealand in WWI', History Honours Long Essay, VUW, 2006 (available from History Office)

Susan Grayzel, "'The souls of soldiers": Civilians under fire in First World War France', The Journal of Modern History, 78, September 2006, pp.588-622.

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#### Seminar Seven: Race and the Great War

##### Task:

Bring an image to class of non-white soldiers. White did you choose it? Was it difficult to find? What search terms did you use?

##### Reading:

Phillipa Levine, 'Battle colours: race, sex and colonial soldiery in WWI', Journal of Women's History, vol.9, no.4, Winter 1998, pp.104-130

Joe Lunn, 'Les races guerrieres: Racial preconceptions in the French military about West African soldiers', Journal of Contemporary History, vol. 34, no.4, 1999, pp.517-536

Russel Lawrence Barsh, 'American Indians and the Great War', Ethnohistory, vol. 38, no. 3, Summer 1991, pp.276-303

Two ways to go with further reading:

Concerns over whiteness:

Philippa Mein Smith, Mothers and King Baby: Infant Survival and Welfare in an Imperial World: Australia, 1880-1950, London, 1997

Marilyn Lake, 'Mission impossible: How men gave birth to the Australian nation – nationalism, gender and other seminal acts', Gender and History, vol.4, no.3, Autumn 1992, pp.305-322

Lucy Bland, 'White women and men of colour: miscegenation fears in Britain after the Great War', Gender & History, vol.17, no.1, April 2005.

Alice Neville, "'Avaricious money-making harlots" and "innocent country boys exposed to temptation": Prostitution in New Zealand in WWI', History Honours Long Essay, VUW, 2006 (available from History Office) – see especially her sections on racial panics associated with white slavery and prostitution

'Others':

Chris Pugsley, Te Hokowhitu a Tu: The Maori Pioneer Battalion in the First World War, Auckland 1995

PS O'Connor, 'The recruitment of Maori soldiers, 1914-18', Political Science, 19, 2, 1967, pp.48-83.

Mark Ellis, 'America's Black Press', History Today, v.41, Sept 1991, pp.20-27.

Nancy Gentile Ford, "'Mindful of the traditions of his race": dual identity and foreign born soldiers in the First World War



American army', *J of American Ethnic History*, v.16,  
Winter 1997, pp.35-57

DeWitt C. Ellinwood and S. D. Pradhan, *India and World War 1*,  
New Delhi, 1978.

Melvin Page, *Africa and the First World War*, New York, 1987.

Glenford Howe, *Race, War and Nationalism: A Social History of  
West Indians in the First World War*, Oxford, 2003.

Joe Lunn, *Memoirs of a Maelstrom: A Senegalese Oral History of  
the First World War*, Portsmouth, 1999.

James W. Walker, 'Race and Recruitment in World War One:  
Enlistment of Visible Minorities in the Canadian  
Expeditionary Force', *Canadian Historical Review*, vol. 70,  
1989, pp. 1-26.

James Cowan, *The Maoris in the Great War*, Auckland, 1926.

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## Seminar Eight: Death and dying

Task:
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Using the usual sites or the Commonwealth Graves War Commission ([www.cwgc.org](http://www.cwgc.org)) bring an image/details of a cemetery that you feel relates to the readings.

## Reading:

Thomas Laqueur, 'Memory and Naming in the Great War' in John R Gillis, (ed), *Commemorations: The Politics of National Identity*, Princeton, 1994.

## And two of the following:

Pat Jalland, *Death in the Victorian Family*, Oxford, 1996, ch 18

Joy Damousi, *The Labour of Loss: Mourning, Memory and Wartime Bereavement in Australia*, Melbourne, 1999, chapter 1. (E-Reserve)

Jennifer Hazelgrove, 'Spiritualism after the Great War', *Twentieth-Century British History*, 10 (4), 1999, pp.404-430.

## Further Reading:

Jay Winter, 'Some paradoxes of the First World War' in Richard Wall & Jay Winter (eds), *The Upheaval of War: Family, Work and Welfare in Europe, 1914-18*, Cambridge, 1988.  
Other chapters in Damousi, *The Labour of Loss*

Other chapters in Jalland, *Death in the Victorian Family*

David Cannadine, 'War and death, grief and mourning in modern Britain' in Joachim Whaley (ed), *Mirrors of Mortality*, 1981.

David Vincent, 'Love and death in the nineteenth-century working class', *Social History*, 5, 2 (May 1980), pp.223-47

Joanna Bourke, 'Heroes and hoaxes: the unknown warrior, Kitchener and "missing men" in the 1920s', *War and Society*, 13 (2), 1995, pp.41-63 (I have a copy)

Annette Becker, *War and Faith: The Religious Imagination in France, 1914-1930*, Berg, Oxford, 1998.

Allan Davidson, 'New Zealand churches and death in the First World War' in Crawford & McGibbon, *New Zealand's Great War*

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## Seminar Nine: Families

Today we will try to explore a little more the experience of non-soldiers, particularly families in the Great War. There are two ways of unlocking this past: one is through the demographic trends of the war; the other is through social history of documents etc. There are both approaches here.

## Reading:

Jay Winter, 'Surviving the war: life expectation, illness, and mortality rates in Paris, London, and Berlin, 1914-1919' in Jay Winter & Jean-Louis Robert (eds), *Capital Cities at War: Paris, London, Berlin, 1914-1919*, Cambridge, (1997), 1999 (Closed Reserve)

OR

Jay Winter, *Sites of Memory, Sites of Mourning*, chapter 2 on communities, Cambridge, 1995

&amp;

Joy Damousi, *The Labour of Loss*, chapter 3 on fathers, Cambridge, 1999. (Closed Reserve)

## Further Reading:

As you can see from the notes of Damousi and Winter, there is not much secondary literature dealing specifically with those members of communities who were not soldiers. You can revisit readings about motherhood in *Great War Woman* and Susan Grayzel, and look at the post-war gender relations readings for what they reveal about non-soldiers. An Australian novel, George Johnson's, *My Brother Jack*, (1991) is in part about growing up during the war, and there is a brief discussion of children's lives during the war and in the 1920s in Jan Kociumbas, *Australian Childhood: A History*, ch 10, Allen & Unwin, Sydney, 1997. Melanie Nolan, *Breadwinning: New Zealand Women and the State*, Christchurch, 2000 and her chapter in Crawford & McGibbon; Barbara Brookes, Annabel Cooper and Robin Law (eds), *Sites of Gender: Women, Men and Modernity in Southern Dunedin, 1890-1939*, Auckland, 2003. Lisa James, 'The impact of conscription on farming families in New Zealand during the Great War', History Honours Long Essay, VUW, 2006 (available from the History Office)

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## Seminar Ten: Commemorations

## Readings:

Graham Hucker, , 'A hall of remembrance and its narrative of the Great War', unpublished paper presented at 'Public History, Meanings, Ownership, Practice' conference, September 2000

Ken Inglis, *Sacred Places: War Memorials in the Australian Landscape*, Melbourne, 1998, chapter 5

## Further Readings:

Ken Inglis, *Anzac Remembered*,

Jock Phillips and Chris Maclean, *The Sorrow and the Pride: New Zealand War Memorials*, Wellington, 1990

Jay Winter, *Sites of Memory, Sites of Mourning: the Great War in European Cultural History*, Cambridge, 1995

Anne-Marie Claire Hughes, 'War, gender and national mourning: the significance of the death and commemoration of Edith Cavell in Britain', *European Review of History*, vol.12, no.3, November 2005, pp.425-444.

Thomas Laqueur, 'Memory and Naming in the Great War' in John R Gillis, (ed), *Commemorations: The Politics of National Identity*, Princeton, 1994.

Alex King, *Memorials of the Great War in Britain*, Berg, Oxford, 1998

Nicoletta Gullace, 'Memory, Memorials and the Postwar Literary Experience: Traditional Values and the Legacy of World War 1', *Twentieth Century British History*, 10 (2), 1990, pp. 235-243.

I hope that you will be able to bring to the discussion features of your own research into a war memorial, as well as further discussion of notions of 'private'/'individual' memory and 'public' memories etc.

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## Seminar Eleven: Post-war Gender Relations

Task:
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Yes, you guessed it... an image that encapsulates an aspect of the post-war world.

Mary Louise Roberts has argued in *Civilization Without Sexes* that 'gender was central to how change was understood in the postwar decade.... Because gender issues were literally "close to home" they made the war's impact in some sense culturally intelligible.' (pp.5-6) James McMillan is not so convinced. How might we begin to test this hypothesis? Does it hold true for locations more remote to the actual devastation of war? Do you agree with Roberts' assertion?

## Readings:

Mary Louise Roberts, *Civilization Without Sexes*, Chicago, 1994, chapter 3

James McMillan, 'The Great War and gender relations: the case of French women and the First World War revisited' in *Braybon, Evidence, History and the Great War* (E-Reserve)

Susan Grayzel, *Women's Identities at War: Gender, Motherhood and Politics in Britain and France during the First World War*, Chapel Hill, 1999, ch. 7 (E- Reserve)

## Further reading:

Susan Kent, *Making Peace: The Reconstruction of Gender in Interwar Britain*, Princeton, 1993

Sherman, Daniel, *The Construction of Memory in Inter-War France*, Chicago, 1999.

Katie Holmes, *Spaces in Her Day: Australian Women's Diaries, 1920s and 1930s*, Sydney, 1995

Sheila Jeffreys, *The Spinster and Her Enemies: Feminism and Sexuality, 1880-1930*, London, 1985

Sally Alexander, 'Becoming a woman in London in the 1920s and 1930s' in *Feldman & Jones, Metropolis London: Histories and Representations since 1800*, London, 1989

Gail Reekie, 'Impulsive women, predictable men: psychological constructions of difference in sales literature to 1930', *AHS*, vol.24, no.97, Oct 1991, pp.359-63 (see also her book on department stores, *Temptations*)

Katie Pickles, 'Empire settlement and single British women as New Zealand domestic servants during the 1920s', *NZJH*, 35, 1, April 2001, pp.22-44.

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