

## Liverpool John Moores University

Title: World War One: then and now  
Status: Definitive  
Code: **6026HIST** (120156)  
Version Start Date: 01-08-2019

Owning School/Faculty: Humanities and Social Science  
Teaching School/Faculty: Humanities and Social Science

Team	Leader
Mike Benbough-Jackson	Y
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**Academic Level:** FHEQ6      **Credit Value:** 24      **Total Delivered Hours:** 64  
**Total Learning Hours:** 240      **Private Study:** 176

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	24
Workshop	38

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	Three source assessments (2500 words)	50	
Exam	AS2	2 hour unseen exam	50	2

### Aims

*Explore the origins of the war and its impact on both the military and civilian population, paying particular attention to the outbreak of war, combat and war weariness.*

*Examine and evaluate source material, including songs, paintings, memoirs and*

*parliamentary papers. There will also be an opportunity for students to use the Merseyside at War website to access material.*

*Critically assess and contextualise the ways in which the First World War has been depicted and debated.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Evaluate and compare a range of responses to the war, combat and key points during the war.
- 2 Evaluate a variety of source materials and situate them in the context of debates about the war.
- 3 Provide a detailed critical comparison of the ways in which the war has been commemorated.

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

Portfolio	1	2
Exam	3	

## **Outline Syllabus**

*There was more than one WWI; origins of the war; war enthusiasm; local responses to start of the war; strategy and conflict; leaving the trenches; experiencing combat and convalescence; debating the war; war weariness; class, morale and gender perspectives on the conflict; remembering the war; three years, three wars?*

## **Learning Activities**

Reading and exercises to be completed before class

Presentations (individual)

Interactive lectures and workshops

Students will be given the opportunity to post sources that they have used on the Merseyside at War webpage.

## **Notes**

Notes : This course examines the ways in which the First World War has been experienced and imagined from the outbreak of the conflict until its centenary . Attention will be paid to the values and actions of contemporaries, how these have been interpreted in the years after the war and the popular conception of the war. Material from the period will shed light on the effects of the conflict on men, women

and children. While sources from after 1918 will help students understand the various ways in which the war has been presented and understood.

The course will start with a reflection on Gail Braybon's assertion that '[t]here is no universal "truth" about the war' before considering the comment, made by Catriona Pennell, that as a result of the conflict 'values, beliefs, and codes of behaviour that were inherent in Edwardian society, became explicit'.

Thereafter the course is divided into four parts. The first focuses on the origins of the conflict and responses to the outbreak of the war. Students will examine the idea, put forward by Arthur Marwick, that the British greeted the conflict with enthusiasm because 'British society in 1914 was strongly jingoistic'. A series of local studies will be conducted by students in order to assess the extent of 'war enthusiasm'.

The second part of the course will consider the strategies adopted by the combatants and key battles before assessing the experiences of those who fought or witnessed the consequences of combat. As well as considering the soldiers' time on the front, students will look at the wounded and how contemporary sources depicted combat. The 'live and let live' system described by Tony Ashworth will be contrasted with other, more heroic, accounts of combat.

Then students will assess the notion of 'war weariness' and the different responses to the conflict that emerged between 1915 and 1918. Attention will be paid to the sinking of the Lusitania (1915), the introduction of conscription (1916), food and drink (1917-1918) and the celebrations that marked the Armistice of 11 November 1918. At the end of this part of the course students will have identified a range of responses to the conflict, particularly during what Adrian Gregory has described as the 'low point in public confidence' between October 1917 and February 1918. The responses to the war among various political and occupational groups will also be examined.

Finally, the legacy of the war will be considered. After a survey of key historiographical debates, and the socio-political consequences of the war, the commemoration of the war during three years (1934, 1964 and 1994) will be examined alongside recent commemorations. Students will consider differences and similarities between the commemoration of the war in a variety of media including film and literature. This part will be based on a question raised by Miss Moss, the protagonist in Julian Barnes's short story 'Evermore' (1995) about whether 'there was such a thing as collective memory, something more than the sum of individual memories'.