



Boston University Study Abroad London

London at War: From the Home Front to the Frontline **CAS HI 253 (Elective B)** [Semester] [Year]

Instructor Information

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Course Description

This chronologically structured course draws on theoretical understanding of historical development to inspire and enhance students' critical engagement with ways in which the two world wars historically refashioned notions about gender, race/ethnicity, class, and social identity, thereby transforming urban Britain.

The course traces the origins, progression and impact of war on London's culture, communities and institutions between 1914 and 1945. As well as engagement with current scholarly debates and narratives associated with changing national and cultural identities, *imagined communities* and *necessary myths*, the course considers policy responses developed to meet challenges generated by industrialised warfare, including: emergency legislation; military mobilisation; labour relations; social welfare; media regulation and constitutional reform.

The course assumes no prior specialist knowledge of military history, war technology or international relations. In addition to secondary literature, the course will focus on close reading of primary documents, contemporary film and representational artwork.

Field study visits to London's Imperial War Museum; Churchill's wartime headquarters, and target area of the 1940 Blitz, as well as the *In Flanders Fields* Museum in Belgium, will draw attention to complementary perspectives, facilitating intellectual engagement and appraisal of associated public narratives, including: national identity and associated dimensions of social class, gender, ethnicity/race; communal insecurity and scapegoats; individual rights, social entitlements and responsibilities; state sanctioned violence, necessity, discrimination and proportionality; social recognition and acknowledgement of war trauma.

By comparing rival narratives and considering historical evidence students will develop and articulate their own arguments via class discussions, individual and group presentations, a research paper and end of semester exam. Commencing with the observations of historians and sociologists such as Philip Abrams, Sonya Rose and Harold Smith, students will encounter, discuss and understand how Londoners in two generations endured the changing nature of warfare: both

individually—as family members, employees, city dwellers and British subjects—and collectively as members of all these groups. Students will then apply their study on scholarship of concepts associated with propaganda, combatant and non-combatant experiences of war, and public remembrance, to their own observations derived from field study visits and in presentations and essays, to contribute their own considered opinions on the historical consequences and contemporary legacies of Total War.

Course Objectives

A. General

On completion of this course, students will be able to:

- Demonstrate knowledge and enhanced understanding of the political, social and cultural significance of the two World Wars for British people
- Identify and conceptualise about urban morphology and representation
- Engage with historical data when mapping or undertaking critical path analysis
- Apply analytical skills, systematically identifying themes and perspectives, adding intellectual coherence to support effective decision making
- Directly address issues, responding with a clearly expressed, coherently arranged and evidentially well supported point of view

B. Hub Related

Historical Consciousness Learning Outcome 1

- Comparing and contrasting changing narratives and representations, students will assess the utility of contrasting theoretical perspectives to evaluate and understand London's and Londoners' experiences of the two world wars.

Historical Consciousness Learning Outcome 2

- Deploying analytical skills and critical insights developed in class students will research and evaluate the relevance, validity and advance reasoned interpretation of the historical significance of a range of primary sources.

Historical Consciousness Learning Outcome 3

- Students will acquire a developed understanding of the ways in which the advent of industrialised warfare affected the political administration; secular and religious organisations; cultural and socio-economic activities, the demography and urban landscape of C20th London. Students will gain an appreciation of ways in which the experiences, imagery and commemoration of war-related upheaval endures in British

Social Inquiry 1 Learning Outcome 1

- Students will identify, be able to examine and conceptualise about the enduring significance of war commemoration in London, exemplified by a particular site and associated rituals of individual and collective remembrance and reconciliation.

Course Methodology

This course will be taught over ten four-hour classes, involving a mixture of lectures, seminar discussions, in-class assignments, field study visits and student presentations

Attendance

Classes

All Boston University Study Abroad London Programme students are expected to attend each and every class session, tutorial, and field trip in order to fulfil the required course contact hours and

receive course credit. Any student that has been absent from two class sessions (whether authorised or unauthorised) will need to meet with the Director to discuss their continued participation on the programme.

Authorised Absence

Students who expect to be absent from any class should notify a member of Academic Affairs and complete an Authorised Absence Approval Form 10 working days in advance of the class date (except in the case of absence due to illness, for which students should submit the Authorised Absence Approval Form with the required doctor's note as soon as possible). **Please note: Submitting an Authorised Absence Approval Form does not guarantee an authorised absence**

Students may apply for an authorised absence only under the following circumstances:

- **Illness (first day of sickness):** If a student is too ill to attend class, the student must phone the BU London Student Affairs Office (who will in turn contact the student's lecturer).
- **Illness (multiple days):** If a student is missing more than one class day due to illness, the student must call in to the Student Affairs Office each day the student is ill. Students must also provide the Student Affairs Office with a completed Authorised Absence Approval Form and a sick note from a local doctor excusing their absence from class.
- Important placement event that clashes with a class (verified by internship supervisor)
- Special circumstances which have been approved by the Directors (see note below).

The Director will only in the most extreme cases allow students to leave the programme early or for a significant break.

Unauthorised Absence

Any student to miss a class due to an unauthorised absence will receive a **4% grade penalty** to their final grade for the course whose class was missed. This grade penalty will be applied by the Academic Affairs Office to the final grade at the end of the course. As stated above, any student that has missed two classes will need to meet with the Directors to discuss their participation on the programme as excessive absences may result in a 'Fail' in the class and therefore expulsion from the programme.

Religious Holidays

Boston University's Office of the University Registrar states:

'The University, in scheduling classes on religious holidays and observances, intends that students observing those traditions be given ample opportunity to make up work. Faculty members who wish to observe religious holidays will arrange for another faculty member to meet their classes or for cancelled classes to be rescheduled.'

Special Accommodations

Each student will need to contact Disability and Access Services to request accommodations for the semester they are abroad. Students are advised by DAS not to expect the same accommodations as they receive on campus.

BU London can only uphold special accommodations if we have received the appropriate documentation from DAS. We cannot accept letters from other universities/centres.

All disabilities need to be known to DAS in Boston if they are to be used as a reason for requiring a change in conditions, i.e. reduced internship hours or special accommodations for the internship schedule.

Lateness

Students arriving more than 15 minutes after the posted class start time will be marked as late. Any student with irregular class attendance (more than two late arrivals to class) will be required to meet with the Associate Director for Academic Affairs and if the lateness continues, may have his/her final grade penalised.

Course Assessment

Class participation 10%

Quiz (Week 4) 10%

Class Presentation (Week 5) 5%

Class Presentation (Week 9) 5%

Research Paper (submit Week 9) 35%

Final Examination 35%

1. Credit will be awarded for active participation and contribution to class discussion, and evidence of having completed required reading assignments. Students will be expected to exercise and be given credit for: informed evaluation when posing questions; advancing arguments in debate; respecting and taking due account of conflicting views, and contributing supplementary information or insights about materials, including scrutiny of primary sources in class.
2. In Week 4 students' accumulated knowledge and understanding derived from course reading, primary sources and in class activities will be tested by a 40-minute in-class written examination requiring responses to multiple choice questions as well as paragraph-length answers.
3. Class presentation (1), delivered during the Field Study Visit to Ieper and the First World War Flanders battle zone in Belgium requires students individually to articulate a five-minute structured response to a research topic assigned in advance by the instructor. Each topic will focus on a particular aspect of Total War, exemplified by the innovative use of toxic gas and massive, indiscriminate artillery bombardment that features in British wartime propaganda, film and news reportage about frontline trench warfare. In addition to content indicating evidence of careful, considered research, credit will be awarded for the exercise of effective communication skills.
4. Class presentation (2) consists of a five-minute exposition to be delivered in class or during the course of the Field Study Visit scheduled to take place in Week 10. Students will each be assigned to study a particular world war memorial sited in London, exploring the reasons why and by whom the work was commissioned; the monument or memorial's design, construction and choice of location; the 'message', beliefs or values communicated by the memorial at the time it was inaugurated, and in what respects and for what reasons public understanding and endorsement of its original iconic significance may have changed. In addition to providing evidence of having conducting the necessary historical research, credit will be awarded for student's considered observation and expression of insights about historical representation, aesthetic appeal and plurality of meaning, and the ways in which public controversy may be influenced by social class, gender and ethnicity. Credit will also be awarded for presentational skills as per class presentation (1).
- 5) Students are required to write a 2000-word research essay drawn from a list of topics, expressed as questions, about which they will be notified at the start of the course and before Week 5 students the instructor will assist students preparing their research strategy. The paper is submitted at the commencement of class in Week 9; it will be graded and returned with appropriate comments to students in Week 10. Credit will be awarded for scrupulous research and analysis supporting a well-evidenced, logically structured thesis that cogently and comprehensively answers the set question; takes due account of contrasting data, synthesises and makes careful use

of evidence in support of an argument. Sources must be acknowledged in well laid out citations and fully recorded in a bibliography.

6) The 2-hour end of course written examination is arranged in two parts. The first part requires an essay responding to a compulsory question reflecting directly on the ways in which research and experience of the Field Study Visit to Ieper and Flanders challenged, modified or endorsed students' understanding of Total War. The second part consists of five questions covering topics linked directly with the London metropolitan experience of Total War. Students are required to select and answer one question in the form of an essay.

Grading

The following Boston University table explains the grading system that is used by most faculty members on Boston University's Study Abroad London Programmes.

<u>Grade</u>	<u>Honour Points</u>	<u>Usual %</u>
A	4	93-100
A-	3.7	89-92
B+	3.3	85-88
B	3.0	81-84
B-	2.7	77-80
C+	2.3	73-76
C	2.0	69-72
C-	1.7	65-68
D	1.0	60-64
F	0.0	Unmarked

Grading Criteria

'Incomplete' or **I** grades are not permitted because of the obvious difficulty in making up missed work once the student has left the country. All work must be completed on time. We also do not allow **'Audits'** (AU), **'Withdrawals'** (W), or **'Pass/Fail'** (P) grades.

The grades reflect the quality of the work. Lecturers and students should use the following criteria for an understanding of what each grade means.

A This exceptional grade is assigned only to work that has persistently outstanding quality in both substance and presentation. The student must demonstrate a sustained capacity for independent thought and extensive study, producing rigorous and convincing analyses in well-ordered prose.

A- Awarded to work that is clearly focused and analytical, and based on wide reading. The student must cover all the principal points of a question and systematically develop a persuasive overall thesis, allowing for one or two venial omissions or inapt expressions.

B+, B, B- This range of grades indicates that the student has shown some evidence of original thought and intellectual initiative. The student has cited sources beyond the class materials, and shown a degree of originality in perception and/or approach to the subject. The work will show thoughtful management of material, and a good grasp of the issues. The differences between a B+, a straight B and a B- may reflect poor presentation of the material, or mistakes in punctuation, spelling and grammar.

C+, C, C- Work in this grade range is satisfactory, but uninspiring. If the work is simply a recitation of the class materials or discussions, and shows no sign of genuine intellectual engagement with the issues, it cannot deserve a higher grade. Should an essay fail to provide a clear answer to the question as set, or argue a position coherently, the grade will fall within this range.

Quality of presentation can lift such work into the upper levels of this grade range. Work of this quality which is poorly presented, and riddled with errors in grammar, spelling and punctuation, will fall into the lower end of the range. To earn a C grade, the work must demonstrate that the student is familiar with the primary course material, be written well enough to be readily understood, be relevant to the assignment, and, of course, be the student's own work except where properly cited.

D A marginal pass can be given where some but not all the elements of the course have been completed satisfactorily.

F The failing grade indicates the work is seriously flawed in one or more ways:

- Obvious lack of familiarity with the material
- So poorly written as to defy understanding
- So brief and insubstantial that it fails to properly address the subject
- Material presented is not relevant to the assignment
- Demonstrates evidence of plagiarism (see following section in Academic Conduct Code)

Please refer to the Academic Handbook for further grading criteria and policies on plagiarism.

** Final Grades are subject to deductions by the Academic Affairs Office due to unauthorised absences.*

Course Chronology

Week 1: Britain and Europe on the eve of the First World War, Politics and Society

Introduction: Course syllabus, reading, preparation and assessment. Collect Core Books from the Library.

Seminar Discussion: What do we already know about the First World War?

Seminar Discussion: Reading, Banks [maps]. Context: the outbreak of war in Europe: what were the long term causes and for what reasons did Britain declare war on Germany? Students will be introduced to the contemporary sociological understanding and historical context of the following concepts: Nation, Race, Empire; Class; Labour and State Control – and identify burgeoning issues of social contradictions, domestic crisis and cultural mobilisation in discussion and the primary source seminar.

Lecture 1: Pre-war British society, culture and politics. London in 1914: patriotic enthusiasm and the *Nation in Arms*. BBC Video: *History File: The First World War* (extracts),

<https://learningonscreen.ac.uk/ondemand/index.php/prog/001D450A?bcast=73569548> ; BBC2

Video Marr, A., *The Making of Modern Britain* (extracts),

<https://learningonscreen.ac.uk/ondemand/index.php/prog/0123695A?bcast=125834949>

Primary Source Seminar: British Declaration of War on Germany, *London Gazette*, 4 August 1914: <https://www.thegazette.co.uk/London/issue/28861/>

Preparatory Reading:

Core Books: Robb, pp. 1-31, 67-95; Lachmann, pp. 1-15; 56-71; Bonnell, pp. 156-173.

Extracts (Blackboard): Banks, pp. 2-4, 6, 10-33, 17, 22; Goebel & White, 2016 [London], pp. 199-218.

Recommended Reading: Abrams, pp. 1-17, Tosh, pp. 180-204.

Week 2: War propaganda - "Them and Us"

State definition and promotion of "Britishness" became all-important; some minority ethnic communities and anti-war groups were censured.

Seminar Discussion: Reading: White and Bush. From the reading students will analyse issues of Edwardian patriarchy: social obligation and peer pressure; individual motivation and responsibilities; military mobilisation, voluntarism and state intervention; media regulation, propaganda and censorship. They will consider instances of alienation within minority communities and in opposition to war, in discussion and synthesise these in their primary source seminar analysis.

Lecture 2: Mobilisation and Marginalisation - Pals' battalions, Huns, Aliens, "Conchies" and the "Enemy Within", including illustrative clips from: BBC2 Video Marr, A., *The Making of Modern Britain* (extracts), and

<https://learningonscreen.ac.uk/ondemand/index.php/prog/0123695A?bcast=125834949>

Primary Source Seminar: Analysis of imagery, British Army Recruitment Posters, 1914-1915; news reports of enemy war atrocities (selection).

Preparatory Reading:

Core Books: Robb, pp. 96-128; White, pp. 69-92.

Extracts (Blackboard): Millman, pp. 413-40; Bush, pp. 147-161.

Recommended Reading:

Bet-El, pp.1-40; Bibbings, pp. 27-47,195-229; Cesarani, in Kushner, T. & Lunn, pp. 61-81; De Groot, pp. 174-195; Gregory, 2008, pp. 70-73, 101-108; Haste, 21-139; Panayi, 1993, pp. 65-91; Sanders & Taylor, 137-166.

Session 3: The Home Front

The war was not "over by Christmas" 1914; state initiated industrial mobilisation and associated social benefits challenged established gender roles.

Assessment: Term papers, identification of topics; Briefing about next week's Quiz

Lecture 3: *Munitionettes* - Terms of Engagement, Labour and Liberation? Critical review of War Office Cinematograph Committee, 1917: *A Day in the Life of a Munitions Worker* (extracts).

<https://www.iwm.org.uk/history/a-day-in-the-life-of-a-munitions-worker>; and BBC2 Video Marr, A., *The Making of Modern Britain* (extracts),

<https://learningonscreen.ac.uk/ondemand/index.php/prog/0123695A?bcast=125834949>

Primary Source Seminar: Andrews & Hobbs, Statistical data, Appendices: A – H. Students will explore gender and the social division of labour, women's roles and "Khaki fever". Pre-war emancipatory demands were partially fulfilled via family and workplace welfare legislation, employment opportunities, income distribution and political enfranchisement. The alliance was bounded by wartime controls over personal morality and social conduct. Through peer discussion and classroom activities around the primary sources, students will interrogate women's war experiences, and the role of the state in transforming women's economic, social and political status.

Preparatory Reading:

Core Books: Robb, pp. 32-66; White, pp. 177-197; Gullace, pp. 73-97.

Extracts (Blackboard): Lachmann, pp. 72-85, 104-114

Recommended Reading: Braybon & Summerfield, pp. 11 – 78; Cree, pp. 1839-1854; Noakes, pp. 39-81; Pankhurst, pp. 77-84, 96-101, 308-327; Thom, pp. 24-90; Woollacott, pp. 188-216.

Session 4: Gott Strafe England!

German aerial attacks on Britain affected the general population directly and indirectly: the "First Blitz" (air raids) and bombardment by sea terrified people; submarine warfare and attacks on

merchant shipping (including the *Lusitania*) generated civil unrest; the sinking of cargo vessels exacerbated food supply problems.

Assessment: Term Papers and research programming.

Assessment: Allocation of topics for Presentation (1) during next week's Field Study Visit to Ieper and Flanders.

Assessment: Quiz.

Lecture 4: Total War: unrestricted submarine warfare and aerial attacks on non-combatants.

Target London – challenge and response, illustrated with clips from: BBC TV, 2010 *Timewatch: The First Blitz*

<https://learningonscreen.ac.uk/ondemand/index.php/prog/006065E0?bcast=54234273>

Primary Source Seminar: Reading: Banks; Study pack of contemporary newspaper reports: air raids on London, propaganda and censorship. Students will observe and analyse the impact of unrestricted warfare, war technology and proportionality, and the political, military and civil reactions to air raids on London and the UK. This material collating the response of households, changes in individual rights and social entitlements and responsibilities can be used as the basis for analysis and evaluation in presentations, the research paper and final examination.

Preparatory Reading:

Core Books: Banks, pp. 281-296; Robb, pp. 186-207; White, pp. 115 – 136.

Extracts (Blackboard): Winter & Lawrence & Ariouat, pp. 329-353.

Recommended Reading: Gazeley & Newell, pp. 71-94; Hyde; Morris.

Session 5 & Session 6: Field Study Visit to Ieper town and Flanders battlefield (Two Days and One Night in Belgium)

This interactive learning experience will involve staying overnight in Ieper, an historic medieval town that was systematically obliterated by artillery bombardment during the First World War. In nearby trench networks hundreds of thousands of soldiers were slaughtered. The mass deployment of war technology, barbarous fighting and catastrophic destruction came to epitomise Total War.

Session 5

Assessment: Presentation (1).

Directed exploration: *In Flanders Fields* Museum, people and perspectives, aims and objectives, interpreting Total War. Students will observe the demonstration of Total War theory and transformative issues: museum representation of industrial warfare, battlefields and urban devastation; front line combat narratives. They will further evaluate the significance and development of war remembrance: both religious and secular events as well as the commemoration of death, grief and mourning.

Lecture: (Guest Lecturer: Dr Dominiek Dendooven) The Menin Gate Memorial to the Missing and the Last Post Ceremony.

Preparatory Reading:

Core Books: Robb, pp. 208-225.

Extracts (Blackboard): De Groot, pp. 226- 265; Chickering, pp. 35-46; Whitmarsh, pp. 11-19.

Recommended Reading: Dendooven, pp. 11 – 36, 57-72, 113 - 117, 132-136; Honig, pp. 29-41; Brown, in Ferro et al, pp. 13 – 77; Winter, 2003, pp. 66-92.

Recommended Viewing: DVD, Imperial War Museum, 2006, *The Battle of the Somme*, (extracts).

Session 6

Assessment: Presentation (1).

Directed exploration: Battlefield topography, image and reality; Essex Farm Cemetery, John MacRae (*In Flanders' Fields* poem); gas warfare; medical provision. Yorkshire Trench, combat

experience and nature of trench warfare, weapons and casualties; Langemarck Cemetery, the enemy, alive and dead, the political legacy of the 1915 Kindermord; Tyne Cot Cemetery and the battle of Passchendaele, observing the scale and nature of the terrain in 1917, unprecedented casualties generated by weather, environment, advances in war technology and tactics; Busseboom memorials, Race, Ethnicity and Gender, Chinese, South African auxiliary workforce and the two *Madonnas of Pervyse*; Poperinge, Talbot House, rest and recreation, field hospitals. Poperinge Town Hall, military coercion, courts martial, death sentences and executions. Students will observe symbolic interaction and historical specificity, reconciling general transformative elements with individual war participation, in class presentations, the museum visits and knowledge about the nature of Total War in Ypres and the Salient.

Preparatory Reading:

Blackboard (Extracts): Anderson, pp. 4-12, 36-46; Williamson, pp. 43-53; “Total War” course notes.

Seminar Discussion: Nationalism and the Nation in Arms. In what ways may Benedict Anderson’s conceptualisation of *necessary myths* and *imagined communities* be applied to what we have experienced during the Field Study Visit to Flanders?

Seminar Discussion: Exemplified by the *Blackadder Goes Forth* BBC TV comic drama, does humour or satire devalue, disrespect and trivialise the human suffering generated by Total War?

Session 7: Preparing for World War 2, Field Study Visit to the Cabinet War Rooms

Legacies of the First World War; Appeasement; the Phoney War, Blitzkrieg; Civil Defence; Air Raid Precautions; conscription, internment, rationing, population management and evacuation.

Review: Field Study Visit to Ieper and Flanders.

Assessment: Term papers, update and progress check.

Lecture 5: Britain during the 1930’s: Economic and Political Crisis.

Through reading, lecture and subsequent discussion, students will compare the effects of social class and economic inequality in what would become the inter-war period, including characterising the popular response to external threat: appeasement and rearmament.

Field Study Visit: Directed Exploration, Cabinet War Rooms in Whitehall.

Students will appreciate London’s civil defence plans and issues, including preparation (elites), mass mobilisation (gender) and dispersal (gender and age). At Whitehall they will view curation and exhibits of different primary source media regarding wartime leadership; centralised control, administration and communication.

Preparatory Reading:

Blackboard (Extracts): Calder, pp. 23-88; Noakes, pp. 734-753; Haapamaki, pp. 35-50; Ziegler, pp. 40-63.

Recommended Reading: Brown, pp. 5-35; 44-79; Braybon & Summerfield, pp. 155-204; Edgerton pp. 47-85; Grayzel, pp. 141-294; Rose, 71 – 150; Sponza, pp. 131-149; Pugh, pp. 57-101; 171-192; 364-390.

Session 8: The London Blitz and the People’s War

The *Battle of Britain* aerial assault on Britain during Summer 1940 was followed by sustained bombing raids on London and other urban centres.

Review: Field Study Visit to the Cabinet War Rooms.

Lecture 6: The Spirit of the Blitz: *London Can Take It!*, including illustrative clips from: War Propaganda Film, 1940: *London Can Take It!* (dir. Jennings, H.),

<https://player.bfi.org.uk/free/film/watch-london-can-take-it-1940-online> and BBC2 Video, Marr, A., *The Making of Modern Britain*

(<https://learningonscreen.ac.uk/ondemand/index.php/prog/0123695A?bcast=125834949>)

Primary Source Seminar: In what respects did wartime experience promote social cohesion?

Reading, Smith (docs.) pp. 41-74. Students will identify and evaluate the signs of a society under

stress, with an emphasis on material destruction and trauma. They will explore how propaganda and censorship affirmed social solidarity, subsuming differences associated with gender, race/ethnicity, and social class.

Preparatory Reading:

Core Books: Rose, 71 – 106; Smith (docs.), pp. 1 – 27; 41-74; 96 – 100.

Blackboard (Extracts): Harrison, pp. 61-128.

Recommended Reading: Calder, pp. 188 – 262; Cull, pp. 97-115, 190-198; Gardiner, pp. 331-408; 496-609; Jones, pp. 4-8; 58-70; 76-82; Mack & Humphries, pp., 70 - 97; Mackay, pp. 45 – 87; Waller, pp. 118-154; Richards,

https://www.bbc.co.uk/history/british/britain_wwtwo/blitz_01.shtml .

Session 9: Total War: Destruction and Reconstruction, Field Study Visit to the Imperial War Museum

As thousands of V-weapons (cruise and ballistic missiles) blasted London and South-East England, government propaganda promoted morale-enhancing visions of modernised London and an inclusive post-war society.

Review: Field Study Visit to the Cabinet War Rooms.

Assessment: Deadline, submit term papers. Briefing and allocation of topics for next week's presentation (2). Students will synthesise their understanding of Total War through analysing its maturity: the destruction of London and South East England by sustained missile attack.

Lecture 7: Total Warfare and the Welfare State, including illustrative clips from: Video Film: The Proud City: A Plan For London, MOI, 1946, <https://www.youtube.com/watch?v=P8X5bEFvFJQ> and: BBC2 Video Marr, A., *The Making of Modern Britain*,

<https://learningonscreen.ac.uk/ondemand/index.php/prog/0123695A?bcast=125834949> .

Primary Source Seminar: The Beveridge Report: The Way to Freedom from Want, http://www.nationalarchives.gov.uk/pathways/citizenship/brave_new_world/docs/freedom_want.htm

Students will evaluate the condition of deferred gratification: Was wartime deprivation and social discipline sustained by the inspirational prospect of greater social equality? Did public response to inequalities exposed by the war simultaneously generate a sense of social solidarity and popular support for collectivist legislation, including the post-war implementation of the Beveridge Report recommendations? (Titmuss's thesis)

Preparatory Reading:

Core Books: Lachmann, pp. 86-103; Mack & Humphries, pp. 128-153.

Blackboard (Extracts): Fennell, 75-95; Holman, pp. 221 – 241; Harris, pp. 17-35; Titmuss, pp. 75-87; Whiteside, Noel, pp. 24-37.

Recommended Reading: Sheridan, pp. 195-248; Summerfield, 1989, pp. 255-280; Summerfield, 2000, pp. 13 – 28; Welshman, pp. 781-6, 790-807; Zweinieger-Bargielowska, pp. 99-150.

Field Study Visit: Directed exploration, Imperial War Museum, Lambeth. Revise: Whitmarsh, pp. 11-19.

Session 10: Total War: Legacies and Imagined Communities, Field Study Visit to war memorial sites in London

Sites of Memory, Sites of Mourning: London, metropolitan memorialisation, rituals of commemoration and war commodification.

Review: Field Study Visit to the Imperial War Museum.

Lecture 8: Representing the World Wars: Art and Sacrifice. BBC TV Channel 4 Documentary, 2010: *The Genius of British Art*,

<https://learningonscreen.ac.uk/ondemand/index.php/prog/017BB190?bcast=55432926> (extracts).

Assessment: Scheduled Presentations (2) and Briefing about the Final Exam.

Field Study Visit: Directed exploration of war memorials in central London.

Students will apply their understanding of symbolic interaction—the changing public understanding about the Two World Wars, reflected in the expression of public grief, loss, sacrifice and moral obligation; the metamorphosis of national, communal and individual reactions to war art and representation in gathering data during this visit. They will note the inclusion and exclusion exemplified by urban monuments and memorials, their creation and symbolism; location, form and text; communities, audiences and associated rituals; message/s, beliefs and values, for synthesis into the related class presentation.

Preparatory Reading:

Core Books: Rose, pp. 1-28

Blackboard (Extracts): Bushaway, pp. 136-167; King, 216 – 245.

FINAL EXAM

Exam times and locations will be posted on the BU London website and in the Student Newsletter two weeks before exam dates.

Course Reading:

The weekly selection of literature and non-textual study material is divided into: **Preparatory Reading**, including **Core Books** (see below) and some extracts from other publications (on **Blackboard**) that students must read before attending a seminar, and **Recommended Reading** (see pp. 10-14), comprising books and reference articles to assist development of an in-depth understanding of issues and perspectives, potentially helpful for seminar discussion and term paper research. All publications are available from the BU London Library.

Preparatory Reading:

Core Books

Copies of all the six core books are available for collection by students from the BU London Library.

Lachmann, R., *What is Historical Sociology?* Cambridge, Polity Press, 2013.

Mack, J., & Humphries, S., *London at War 1939 - 1945: the making of Modern London*, London, Guild Publishing, 1985.

Robb, G., *British Culture and the First World War*, London: Palgrave, 2002;

Rose, S.O., *Which People's War?: National Identity and Citizenship in Wartime Britain 1939-1945*, Oxford, OUP, 2003.

Smith, H.L., *Britain in the Second World War – a Social History* Manchester, MUP Documents in Contemporary History, 1996.

White, J., *Zeppelin Nights - London in the First World War*, London: Vintage, 2014.

Blackboard (Extracts)

Abrams, P., *Historical Sociology*, New York, Cornell University Press, 1982, pp. 1-17.

Anderson, B., *Imagined Communities*, London: Verso, 2006 edn., pp. 4-12, 36-46.

Banks, A., *A Military Atlas of the First World War*, Barnsley: Pen & Sword Books, 2002.

The Beveridge Report: The Way to Freedom from Want (link)

http://www.nationalarchives.gov.uk/pathways/citizenship/brave_new_world/docs/freedom_want.htm

Bonnell, V.E., “The Uses of Theory, Concepts and Comparison in Historical Sociology”, *Comparative Studies in Society and History*, 22:2, 1980, pp. 156-179.

Bush, J., “East London Jews and the First World War”, *London Journal*, 6:2, 1980, pp. 147-161.

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