

HIST 230: WORLD WAR I HOSPITALS

Fall Semester 2018

Monday, Wednesday, and Friday @ Noon in CSB 287

Dr. Myers' Fall 2018 Office Hours

Mondays & Wednesdays from 9:00-11:00 a.m. & 2:00-4:00 p.m. and Thursdays from 2:00-4:00 p.m.
Other days & times by appointment... Wallace Hall, Rm. 8, x2208 or cmyers@monmouthcollege.edu

Course Description

The First World War necessitated a great deal of advancement in medical practices, both in the field and on the home front. This course will look at new medical techniques and tools that developed during the 1914-1918 conflict, as well as the people who employed them. Special focus will be placed on the Scottish Women's Hospitals in France and Serbia and the treatment of shell shock in the U.K., and the Spanish Influenza Pandemic.

Required Reading

- ❖ *Healing the Nation: Soldiers and the Culture of Caregiving in Britain...* by Jeffrey S. Reznick
- ❖ *Regeneration* by Pat Barker
- ❖ *Veiled Warriors: Allied Nurses of the First World War* by Christine Hallett
- ❖ *Stacking the Coffins: Influenza, War and Revolution in Ireland, 1918-19* by Ida Milne

Additional readings will be handed out or may need to be accessed by students at the course webpage – <http://cdmyers.info/WWIHospitals2018.html> – which will be updated as needed during the term.

Evaluation & Class Participation

- ❖ Recruitment Paper Proposal – 5% (Monday 10 September)
- ❖ Participation in Skype Sessions – 5% each (Monday 17 September & Wednesday 5 December)
- ❖ Annotated Bibliography – 10% (Monday 24 September)
- ❖ Recruitment Paper – 20% (Monday 1 October)
- ❖ Article Annotation & Leading Class Discussion – 15% (dates will vary)
- ❖ *Regeneration/Behind the Lines* Paper – 20% (Monday 5 November)
- ❖ Remembering WWI Presentation – 20% (Tuesday 11 December)

Without question you should be in class every day, ready to learn. Should you fall ill, break your leg, or have another serious dilemma that prevents your attendance, you are responsible for politely asking a classmate if you can **HAND-COPY** their notes (do not forget to say thank you!). Additionally, you should set up a time to go over missed material with Dr. Myers at the earliest possible opportunity. Although no portion of your course grade is allotted to participation, the more you discuss the information you are learning, the better you will learn it. To encourage positive contributions to class discussions, you should know that I use participation to boost borderline grades at the end of the semester. *Also note: All assignments must be completed for you to earn a passing grade in this course.*

Grading Scale

A = 100%-93%	B = 86.9%-83%	C = 76.9%-73%	D = 66.9%-63%
A- = 92.9%-90%	B- = 82.9%-80%	C- = 72.9%-70%	D- = 62.9%-60%
B+ = 89.9%-87%	C+ = 79.9%-77%	D+ = 69.9%-67%	F = below 60%

!!! Important Notes !!!

Please silence all cell phones before class starts, and leave them in your bag/coat/purse...so no text messaging at any time either!

Students at Monmouth are all expected to read and abide by the Scots Guide Student Handbook (available online at <http://www.monmouthcollege.edu/life/residence-life/scots-guide>), and should pay special attention to the Academic Regulations dealing with Academic Honesty and violations thereof, listed below in bold (*with my comments following each*):

1. **Cheating on tests, labs, etc;** (*This includes bringing in cheat sheets in any form, looking at a neighbor's test, talking during the test, or accessing online materials during a test.*)
2. **Plagiarism, i.e., using the words, ideas, writing, or work of another without giving appropriate credit;** (*You will get a citation guide with your paper assignments that you should be able to follow easily. If you have any questions about how to cite a source at anytime, be sure to ask!*)
3. **Improper collaboration between students, i.e., not doing one's own work on outside assignments specified as group projects by the instructor;** (*If you have questions about when studying together becomes "improper collaboration" be sure to ask. As a general rule, you should make sure you separate yourself from your classmates before you start writing an assignment so that you can be certain it is in your own words and no one else's.*)
4. **Submitting work previously submitted in another course, without previous authorization by the instructor.** (*If you have done an assignment in another course that you think would work well for one in this course, it is not inconceivable that I would give you permission to reuse it...with revisions. Set up a time with me to discuss/negotiate the possibility.*)

All instructors at Monmouth are required to follow the procedures noted in the Student Handbook in regard to violations of the Academic Honesty Policy. It is incumbent upon you to remember the final portion of the Philosophical Statement regarding Academic Honesty: "Any breach of the academic honesty policy – either intentionally or unintentionally - will be taken seriously and may result not only in failure in the course, but in suspension or expulsion from the College. It is each student's responsibility to read, understand and comply with the general academic honesty policy at Monmouth College, as defined here in the Scots Guide, and to the specific guidelines for each course, as elaborated on the professor's syllabus."

Any student eligible for and needing academic adjustments or accommodations because of a disability should speak with Dr. Myers during the first two weeks of class and get in touch with the Teaching and Learning Center on the 2nd floor of Poling Hall, 309-457-2257.

If you have questions or concerns at any point during the course, please come to see me during office hours or make an appointment with me to have a discussion. I am better able to help you learn if I know what help you need.

Course Work Expectations

2.5 hours per week in class + 7.5 hours per week reading/reviewing/working on assignments
= 10 hours total.

Class Schedule

Date	Topics to be covered	Assignments & Readings
Wednesday 22 Aug 18	Introduction & The Basics of World War I	
Friday 24 Aug 18	War nurse: myths and realities	<i>Veiled Warriors</i> , Introduction
Monday 27 Aug 18	A Call to Action	<i>Veiled Warriors</i> , Chapter 1
Wednesday 29 Aug 18	The culture of caregiving	<i>Healing the Nation</i> , Chapter 1
Friday 31 Aug 18	Propaganda techniques	Readings linked to online schedule.
Monday 3 Sept 18	Objections to medical women at the front	Reading linked to online schedule.
Wednesday 5 Sept 18	No class...enjoy!	Work on Recruitment Proposal
Friday 7 Sept 18	No class...enjoy!	Work on Recruitment Proposal
Monday 10 Sept 18	Discuss Recruitment Proposals...	Recruitment Proposal Due @ Midnight
Wednesday 12 Sept 18	The Western Front	<i>Veiled Warriors</i> , Chapter 2
Friday 14 Sept 18	The Western Front	<i>Veiled Warriors</i> , Chapter 5

Monday 17 Sept 18	Skype session with Bridget Keown, Northeastern University Readings linked to online schedule.	
Wednesday 19 Sept 18	Types of hospitals	<i>Healing the Nation</i> , Chapter 2
Friday 21 Sept 18	Types of hospitals	<i>Healing the Nation</i> , Chapter 3
Monday 24 Sept 18	Proofreading session at class time...	Annotated Bibliography Due @ Midnight
Wednesday 26 Sept 18	The Russian and Serbian Fronts	<i>Veiled Warriors</i> , Chapter 3
Friday 28 Sept 18	The Eastern Mediterranean	<i>Veiled Warriors</i> , Chapter 4
Monday 1 Oct 18	War of Attrition on All Fronts	<i>Veiled Warriors</i> , Chapter 6
Wednesday 3 Oct 18	Proofreading session at class time...	Recruitment Paper Due @ Midnight
Friday 5 Oct 18	Edith Cavell's capture & execution	"The Mythic Matters of Edith Cavell: Propaganda, Legend, Myth, and Memory" (Handout)
Monday 8 Oct 18	Writing & convalescence	<i>Healing the Nation</i> , Chapter 4
Wednesday 10 Oct 18	Writing & convalescence	<i>Healing the Nation</i> , Chapter 5

*** FALL BREAK ***

Wednesday 17 Oct 18	What is shell shock?	<i>Regeneration</i> , Part 1
Friday 19 Oct 18	Treatment methods	<i>Regeneration</i> , Part 2
Monday 22 Oct 18	Cowardice & repression	<i>Regeneration</i> , Part 3
Wednesday 24 Oct 18	Poetry as commemoration	<i>Regeneration</i> , Part 4
Monday 29 Oct 18	Watch <i>Behind the Lines</i> in the Barnes Electronic Classroom @ 6:00 p.m.	
Friday 26 Oct 18	No class...enjoy!	
Monday 29 Oct 18	Comparative perspective	"The Collective Mind: Trauma and Shell-Shock in Twentieth-Century Russia" (Handout)
Wednesday 31 Oct 18	Comparative perspective	"Who are these?" Nursing shell-shocked patients in Cardiff during the First World War" (Handout)
Friday 2 Nov 18	Discuss <i>Regeneration</i> / <i>Behind the Lines</i> Paper	
Monday 5 Nov 18	Proofreading session at class time...	<i>Regeneration/Behind the Lines</i> Paper Due @ Midnight
Wednesday 7 Nov 18	Innovative treatments: Physiotherapy	"Australian Physiotherapists in the First World War" (Handout)
Friday 9 Nov 18	Innovative treatments: Prosthetics	"Better Legs: Artificial Limbs for British Veterans of the First World War" (Handout)

Monday 12 Nov 18	Armistice 1918	<i>Healing the Nation</i> , Chapter 6 & <i>Veiled Warriors</i> , Chapter 7
Wednesday 14 Nov 18	A 'mysterious malady'	<i>Stacking the Coffins</i> , Chapter 1
Friday 16 Nov 18	News of the flu	<i>Stacking the Coffins</i> , Chapter 2
Monday 19 Nov 18	Counting the ill and the dead	<i>Stacking the Coffins</i> , Chapters 3 & 4

*** THANKSGIVING BREAK ***

Monday 26 Nov 18	Doctors and hospitals	<i>Stacking the Coffins</i> , Chapters 5 & 6
Wednesday 28 Nov 18	Eyewitnesses	<i>Stacking the Coffins</i> , Chapter 7
Friday 30 Nov 18	Influenza as political propaganda	<i>Stacking the Coffins</i> , Chapters 8 & 9
Monday 3 Dec 18	Interview & Presentation Prep	
Wednesday 5 Dec 18	Skype Session w/ Dr. Ida Milne, Carlow College & Queen's University Belfast Additional reading linked to online schedule.	
Tuesday 11 Dec 18	6:30 p.m. - Remembering WWI Presentations	

History Department 200-level Course Learning Outcomes:

1. identify, analyze, and interpret secondary sources;
2. identify and understand how historians create and use secondary sources;
3. reinforce and deepen appreciation for how history is constructed using documents;
4. reinforce and deepen the ability to compare and contrast multiple sources;
5. learn about, and deepen student comprehension of a specific, narrowly defined historical period or topic.