



Boston University Study Abroad

London

London at War: From the Home Front to the Frontline

CAS HI 253 (Elective B)

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.

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.

Grade	Honour Points	Usual %
A	4.0	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 detailed grading criteria and policies on plagiarism. This can be accessed via Blackboard Learn: <http://learn.bu.edu>

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

Attendance Policies

Classes

All Boston University London Programme students are expected to attend every class session, seminar, and field trip 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 Directors to discuss their continued participation on the programme.

Authorised Absence:

The Authorised Absence Approval Request Form is available through the Academic Affairs section of the BU London Personal Page: <https://fm.bu-london.co.uk/fmi/webd/>

Please note: Submitting an Authorised Absence Approval Request Form does not guarantee an authorised absence

Students who expect in advance to be absent from any class should notify a member of Academic Affairs and complete an Authorised Absence Approval Request Form ten working days in advance of the class date.

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 notify Academic Affairs as soon as possible by submitting an Authorised Absence Approval Request Form in advance of the class. If it is the student's first absence of the semester (from any class) a doctor's note is not required.
- **Illness (multiple days):** If a student is missing more than one class day due to illness, the student must complete an Authorised Absence Approval Request Form and a sick note from a local doctor excusing their absence from class. Once well enough, the student will need to meet with Academic Affairs.
- 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 Directors 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 Academic Affairs 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 the Disability & Access Services to request accommodations for the semester they are abroad. Students are advised by BU-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 the BU-DAS. We cannot accept letters from other universities/centres.

All disabilities need to be known to the 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 Academic Affairs and if the lateness continues, may have their final grade penalised.