

## HIST2650: War and Trauma

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

*The School of Humanities, Creative Industries and Social Sciences is committed to providing an inclusive environment in which all cultures are accorded respect and all students and staff are expected to act with honesty, fairness, trustworthiness and accountability in dealings with others. The School recognises and respects the unique histories and cultures of Aboriginal and Torres Strait Islander peoples, their unbroken relationship with the lands and the waters of Australia over millennia, and the validity of Aboriginal ways of knowing. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education.*

## OVERVIEW

<b>Course Description</b>	The history of trauma is bound up with the history of warfare and its impact on combatants and noncombatants. Drawing on Australian and international examples from the World Wars, the Vietnam War and the War on Terror, this course examines changing theorisations of trauma in response to the major conflicts of the twentieth and twenty-first centuries. It also considers the medical, political, social and cultural responses to traumatized individuals and communities in the aftermath of conflict. This course will be of interest to students who want to gain a deeper understanding of the evolution of ideas about trauma, the impact of war on societies, and the long running debates over whether it is possible to resolve the mental damage of war.
<b>Academic Progress Requirements</b>	Nil
<b>Assumed Knowledge</b>	10 units of History at 1000 level or equivalent
<b>Contact Hours</b>	<b>Callaghan</b> <b>Lecture</b> Face to Face On Campus 1 hour(s) per week(s) for 12 week(s)  <b>Tutorial</b> Face to Face On Campus 1 hour(s) per week(s) for 11 week(s) starting Week 2
<b>Unit Weighting Workload</b>	10 Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

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# CONTACTS

<b>Course Coordinator</b>	<b>Callaghan</b> Dr Elizabeth Roberts-Pedersen <a href="mailto:Elizabeth.Roberts-Pedersen@newcastle.edu.au">Elizabeth.Roberts-Pedersen@newcastle.edu.au</a> Consultation: I am available for consultations in person or on Zoom throughout the semester. Please email me to arrange a time.
<b>Teaching Staff</b>	Dr Michele Seah <a href="mailto:michele.seah@newcastle.edu.au">michele.seah@newcastle.edu.au</a>
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# SYLLABUS

<b>Course Content</b>	This course examines the impact of modern warfare on the evolution of ideas about trauma. Specific topics include the controversies over shell shock in the First World War, the influence of the Holocaust on ideas about intergenerational trauma (including its application to Indigenous people and other historically marginalized groups), the emergence of Post-Traumatic Stress Disorder after the Vietnam War, and the impact of the War on Terror on ideas about stress and resilience.
<b>Course Learning Outcomes</b>	<b>On successful completion of this course, students will be able to:</b> <ol style="list-style-type: none"><li>1. Demonstrate understanding of the history of ideas about trauma and their relationship to major wars in the modern period;</li><li>2. Critically analyse primary sources and secondary scholarship relevant to the study of war and trauma;</li><li>3. Employ high-level skills in scholarly research and written, visual and verbal communication;</li><li>4. Apply historical knowledge to present-day discussions of trauma and the aftermath of wars in Australian and international contexts.</li></ol>
<b>Course Materials</b>	<b>Required Reading:</b>  All required readings for the course are available via the Course Readings tab on the Canvas course site.

# SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	INTRODUCING WAR AND TRAUMA. We start with an overview of the course, including an incredibly fast history of psychiatry and its analogues from ancient times to the end of the eighteenth century.	No tutorials this week. Familiarise yourself with the course Canvas site and the course outline.	No assessments.
2	4 Mar	THE PSYCHE IN NINETEENTH CENTURY WARFARE. We look for the seeds of shell shock in the Napoleonic Wars and the American Civil War.	Tutorial discussion on nostalgia.	Short response due by Sunday 10 March at 11.59pm.
3	11 Mar	THE FIRST WORLD WAR. We discuss what caused the shell shock epidemic during the First World War, and why no-one can agree on how to define that condition.	Tutorial discussion on managing shell shock on the battlefield.	Short response due by Sunday 17 March at 11.59pm.
4	18 Mar	THE RETURNED. We explore what happened to shell shocked men (and some women) in the decade after 1918.	Tutorial discussion on the politics of pensions for psychiatric disorders.	Short response due by Sunday 24 March at 11.59pm.
5	25 Mar	THE SECOND WORLD WAR. We discuss the many psychiatric concepts used by clinicians to understand the experiences of military personnel during this conflict.	Tutorial discussion on therapies for military psychiatric patients during the Second World War.	Short response due by Sunday 31 March at 11.59pm.
6	1 Apr	THE NON-COMBATANTS. We acknowledge the terrible toll of the Second World War on civilian populations and analyse the clinical responses to this devastation.	Tutorial discussion on psychiatry's response to the liberation of concentration and POW camps.	Short response due by Sunday 7 April at 11.59pm.
7	8 Apr	THE KOREAN WAR. We discuss changes in the character of military psychiatry in the early Cold War period.	Tutorial discussion on anxieties about the brainwashing of POWs during this conflict.	Short response due by Sunday 14 April at 11.59pm.
<b>Mid-Semester Recess</b>				
<b>Mid-Semester Recess</b>				
8	29 Apr	THE VIETNAM WAR. We think about why this conflict was instrumental in producing the diagnosis of Post Traumatic Stress Disorder (PTSD).	Tutorial discussion on how to interpret 'Post-Vietnam Syndrome'.	Recorded presentations due Sunday 5 May at 11.59pm.
9	6 May	PTSD AND ITS DISCONTENTS. We discuss the influence of the American Psychiatric Association and the Veterans Administration on the formation of PTSD. We also examine some	Tutorial discussion on how PTSD became an official diagnosis in the third edition of the Diagnostic and Statistical Manual (DSM-III) in 1980.	No assessment due.

		criticisms of this diagnosis.		
10	13 May	THE WAR ON TERROR. We survey developments in military psychiatry since September 11, 2001.	Tutorial discussion on the rise of 'resilience' and 'moral injury' as psychiatric concepts, how they relate to PTSD, and how they are used in the contemporary armed forces.	No assessment due.
11	20 May	WAR, PSYCHIATRY AND THE REPRESSIVE STATE. We consider examples of states' use of psychiatry and psychology as a weapon of war.	Tutorial discussion on the American Psychological Association and Guantanamo Bay.	No assessment due.
12	27 May	CONCLUDING WAR AND TRAUMA. We reflect on the span of the course and attempt historically-informed guesses about what the future might hold.	Tutorial discussion on trauma in wars of the future.	No assessment due.
13	3 Jun	CONSULTATION WEEK	CONSULTATION WEEK	Research essay due on Sunday 9 June at 11.59pm.
<b>Examination Period</b>				No assessment due.
<b>Examination Period</b>				No assessment due.

## ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Research Essay	Sunday 9 June at 11.59pm.	Individual	40%	1, 2, 3, 4
2	Recorded presentation	Sunday 5 May at 11.59pm.	Individual	35%	1, 2, 3
3	Short responses to weekly readings	This assessment starts in Week 2 and ends in Week 7. The prompts will be posted to the 'Assignments' tab on Canvas on a Monday morning. Your responses are due by Sunday at 11.59pm.	Individual	25%	1, 2, 3, 4

### Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - Research Essay

<b>Assessment Type</b>	Essay
<b>Purpose</b>	This research essay requires you to further contextualise, analyse and compare the source you chose for the recorded presentation.
<b>Description</b>	Full instructions will be posted to the 'Assignments' tab in Canvas.
<b>Weighting</b>	40%
<b>Length</b>	2000 words
<b>Due Date</b>	Sunday 9 June at 11.59pm.
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	A rubric will be posted to Canvas and discussed in class.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - Feedback will be provided within two weeks of submission.

## Assessment 2 - Recorded presentation

<b>Assessment Type</b>	Presentation
<b>Purpose</b>	This recorded presentation will develop your skills in primary source analysis and clarify the themes of your research essay.
<b>Description</b>	Choose ONE article from the sourcebook available on the course Canvas site. Analyse it in a 10-12 minute recorded presentation, using PowerPoint, Canva or a similar program. Full instructions will be posted to the 'Assignments' tab in Canvas.
<b>Weighting</b>	35%
<b>Length</b>	10-12 minutes (approximately 1000 spoken words)
<b>Due Date</b>	Sunday 5 May at 11.59pm.
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	A rubric will be posted to Canvas and discussed in class.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - Feedback will be provided within two weeks of submission.

## Assessment 3 - Short responses to weekly readings

<b>Assessment Type</b>	Journal
<b>Purpose</b>	Conducted in the first half of the course, these weekly writing tasks will prepare you for the two assessment tasks due in the second half of the semester.
<b>Description</b>	You will respond to prompts on the theme of the week, as well as document your progress towards the recorded presentation and the research essay.
<b>Weighting</b>	25%
<b>Length</b>	5 x 200 words per response = 1000 words
<b>Due Date</b>	This assessment starts in Week 2 and ends in Week 7. The prompts will be posted to the 'Assignments' tab on Canvas on a Monday morning. Your responses are due by Sunday at 11.59pm.
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Each response will be marked out of 5. Your final mark will be the total of your five best responses. Full instructions and marking criteria will be available on the course Canvas site.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - Feedback will be provided within a week of submission.

## ADDITIONAL INFORMATION

### Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

**Communication Methods**

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

**Course Evaluation**

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

**Oral Interviews (Vivas)**

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

**Academic Misconduct**

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

**Adverse Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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