

## Term Information

Effective Term Autumn 2020  
[Previous Value](#) [Autumn 2018](#)

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Online teaching approval

What is the rationale for the proposed change(s)?

We have worked with ASC tech to secure approval to teach the course online and we would like for curriculum to reflect that approval

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3270
Course Title	History of World War I
Transcript Abbreviation	World War I
Course Description	Origins, conduct, and consequences of the First World War in global context.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<a href="#">Previous Value</a>	<a href="#">No, Greater or equal to 50% at a distance</a>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

## **Prerequisites and Exclusions**

<b>Prerequisites/Corequisites</b>	Prereq or concur: English 1110.xx, or permission of instructor.
<b>Exclusions</b>	
<b>Electronically Enforced</b>	Yes

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

<b>Subject/CIP Code</b>	54.0101
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Sophomore, Junior, Senior

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study

The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

### **Course goals or learning objectives/outcomes**

- Students will gain knowledge on the origins, course, and historical implications of one of the most significant turning points in modern world history: the First World War.
- Students will gain an understanding of the major tactics, strategies, battles, and technologies employed during WWI, as well as the broader global context and the cultural and social aspects of the war beyond the battlefield.
- Students will enhance their ability to communicate their analysis and understanding through writing and speaking.
- Students will learn how to think critically about the historical narrative of WWI in order to understand different interpretations of the past.

**Content Topic List**

- Origins of the war
- Conduct of the war in Europe
- Far East and Africa
- Turkey and the Middle East
- The home front
- The Western Front
- The War at sea
- Political change
- Mutiny
- Revolution
- The United States and the war
- Collapse of the Eastern Front
- Final offensives in the West
- Reaching for peace

**Sought Concurrence**

No

**Attachments**

- Checklist - History 3270.docx: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)*
- DL History 3270 Syllabus Revised.docx: Syllabus  
*(Syllabus. Owner: Heikes,Jacklyn Celeste)*
- 3270 GE Assessment Plan.pdf: Assessment Plan  
*(GEC Course Assessment Plan. Owner: Heikes,Jacklyn Celeste)*
- 3270 FALL 2017 Syllabus.docx: In person syllabus  
*(Syllabus. Owner: Heikes,Jacklyn Celeste)*
- History appeal support.pdf: appeal  
*(Appeal. Owner: Heysel,Garett Robert)*

**Comments**

- Hi, Please see the comments written by Garrett Heysel. Two documents are missing from this submission: in person syllabus and GE assessment plan that can be implemented for this online GE course. Please see all instructions here: <https://ascas.osu.edu/curriculum/distance-learning-courses> *(by Vankeerbergen,Bernadette Chantal on 06/02/2020 03:06 PM)*
- Once the work with ASCTech (or ODEE/equivalent college support team for non-ASC units) is completed, the course request should be submitted via curriculum.osu.edu with the following attachments  
(1) a complete syllabus for the distance learning course,  
(2) a syllabus for the class version of the course (if applicable)  
(3) the completed Distance Learning Course Component Technical Review Checklist (or equivalent documentation for non-ASC units),  
(4) for existing GE courses that are being converted to a distance learning format: an updated GE assessment plan that is specific to the distance learning format. *(by Heysel,Garett Robert on 05/30/2020 11:56 PM)*

**COURSE CHANGE REQUEST**  
3270 - Status: PENDING

Last Updated: Heysel,Garett Robert  
06/11/2020

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	05/29/2020 04:58 PM	Submitted for Approval
Approved	Elmore,Bartow J	05/29/2020 09:03 PM	Unit Approval
Approved	Heysel,Garett Robert	05/30/2020 11:56 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	06/02/2020 03:07 PM	ASCCAO Approval
Submitted	Heikes,Jacklyn Celeste	06/11/2020 11:40 AM	Submitted for Approval
Approved	Elmore,Bartow J	06/11/2020 01:20 PM	Unit Approval
Approved	Heysel,Garett Robert	06/11/2020 07:12 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	06/11/2020 07:12 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

# **SYLLABUS: HISTORY 3270**

## **THE FIRST WORLD WAR**

### **AU2020**

## **Course overview**

### **Instructor**

Instructor: Dr. Jim Genova

Email address: [Genova.2@osu.edu](mailto:Genova.2@osu.edu)

Phone number: 740-725-6215

Office hours: TR 1:00PM-2:00PM

Office Location: Carmen Chat or Zoom by appointment

### **Course Coordinator**

### **Course description**

This course examines one of the most profound events and periods of the modern era. The First World War, also known as The Great War, involved fighting on every continent and drew combatants from around the world. Begun in Europe following the assassination of the heir to the Austro-Hungarian imperial throne, the conflict quickly engulfed the major powers of Europe, Asia, and North America, while also committing their recently conquered overseas empires to the conflagration. The war transformed global economies, imperial and national boundaries, overturned political systems, gave rise to new states and ideologies, and forever altered social and cultural traditions and relationships. It was the world's first industrial war and quickly gave rise to the concept of "total war," from which Benito Mussolini, the future fascist dictator of Italy, would derive the term "totalitarian." We will look at the war from many angles including combat, technological changes, gender and social relations, cultural developments, and political and economic upheavals. We will begin by exploring how the great powers came to be on the brink of war in 1914 and then follow the convoluted course of the war itself as well as the impact the war was having on the "Home Front." We will also investigate the ways in which the Home Front shaped combat and life at the Front, how the imperial subjects and empires participated in the war,

and shaped its trajectory, and finally how revolution and counter-revolution exploded from the trenches and Home Fronts to transform post-war life around the world. To achieve those goals, we will use a combination of recorded lectures, discussions, and expository exercises – exams and short writing assignments as well as two papers. Attendance and participation are vital for your and the course's success. You will have to complete each module before you are able to advance to the next module. Within each module you will have to complete all the sections before you are permitted to advance to the next module. Each module will open at the start of each week and remain open throughout the course, so you can always go back and review previous material for the course.

## **GE Course Information**

### *Historical Study:*

#### **Goals:**

Students recognize how past events are studied and how they influence today's society and the human condition.

#### **Expected Learning Outcomes:**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

### *Diversity:*

#### **Goals:**

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

### **Global Studies:**

#### **Expected Learning Outcomes:**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

## Course materials

### Required

- Brose, Eric Dorn. *A History of the Great War: World War One and the International Crisis of the Early Twentieth Century* (New York and Oxford: Oxford University Press, 2010).
- Morrow, Jr., John H. *The Great War: An Imperial History* (London and New York: Routledge, 2004).
- Eksteins, Modris. *Rites of Spring* (Boston and New York: Mariner Books, 2000).
- Reed, John. *Ten Days That Shook the World* (London: Penguin Books, 1977).
- Remarque, Erich Maria. *All Quiet on the Western Front* (New York: Classic House Books, 2009).

### Optional materials

- Meyer, G.J. *A World Undone: The Story of the Great War, 1914 to 1918* (New York: Random House, 2006).

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

In addition, you can contact the Marion IT staff: Travis Elkins ([elkins.66@osu.edu](mailto:elkins.66@osu.edu)), Bryan Sickmiller ([sickmiller.2@osu.edu](mailto:sickmiller.2@osu.edu)), and Joe Zhou ([zhou.134@osu.edu](mailto:zhou.134@osu.edu)).

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Technology skills necessary for this specific course

- CarmenZoom text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

## Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

## Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

# Grading and faculty response

## Grades

Assignment or category	Points
Weekly Online Carmen Discussions	15%
Weekly Short Writing Assignments	15%
Short Paper #1	15%
Short Paper #2	15%
Mid-Term Exam	20%
Final Exam	20%
<b>Total</b>	<b>100</b>

*See course schedule, below, for due dates*

## Assignment information

### Weekly Online Discussions:



Online discussions are a means to explore the course material and personal interests (as they relate to the class) in greater depth than simply through the recorded lectures or the weekly reading assignments. Each week a new subject theme will be posted on the course's Canvas website for each module. Students are expected to participate in weekly conversations by posting reactions to that week's topic. The subjects will open with each module on every Monday of the semester (except week 1 when it will open on Tuesday) and students are expected to have made their interventions by the end of the day on Sunday of that week (except week 16 when it will be due on 9 December). Grading will be done based on whether the student has participated or not. A couple of words is NOT sufficient. You must write at least a paragraph (4-5 sentences) to get credit. Retroactive credit also WILL NOT be given.

### **Weekly Short Writing Assignments:**

The short writing assignments, due by the end of the day each Sunday for the weekly module except week 16 when the due date is 9 December, will be comprised of responses to questions posted that relate to the readings and lectures posted for that week. They are designed to offer in-depth analysis of core concepts explored through that's week's subjects. The weekly writing assignments are building blocks for preparation for the mid-term and final exams. Each week the instructor will post the guiding questions that relate to that week's material and students are expected to write a one-page paper responding to those prompts by using information from the readings and the lectures for that week. Grading will be based on completeness in responding to the prompts, use of the materials from the week, and quality of the analysis. Unlike the discussions, the short writing assignments will have a numerical grade associated with them.

### **Short Papers:**

The Short Papers will be based on a topic assigned by the instruction and will make use of the assigned readings for the class. In the first paper students will draw mainly from Eksteins' and Remarque's books and in the second paper students will draw mainly from Eksteins' and Reed's book. The papers will be five to seven pages in length and must be posted by the deadline as outlined in the syllabus. Late papers will be subject to a grade reduction of  $\frac{1}{2}$  a letter grade per day, up to five days at which time the paper will receive an automatic failing grade. Details of the assignment will be posted two weeks before each paper is due.

## **Late assignments**

Please contact me three days before the deadline to discuss turning in work late. I will take late work on a case by case basis.

## **Grading scale**

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-

77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## Faculty feedback and response time

1. Grading and feedback will be completed within one week of the assignment's due date.
2. Messages through Carmen Messaging or email will get a response within 24 hours.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions:**  
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums:**  
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Other course policies

### Student academic services

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

### Student support services

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

Marion Campus:

Student Services Building, Room 128

Phone: 740-725-6247

e-mail: [marionds@osu.edu](mailto:marionds@osu.edu)

## Academic integrity policy

### Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build

on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

### Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Aug 25th	<p>Video Lecture – The <i>Fin de Siècle</i> World</p> <p><b>Readings:</b> None</p> <p><b>Assignments:</b> <b>Online Discussion #1</b> <b>Short Writing Assignment #1</b></p>
2	Aug 31st	<p>Video Lecture 1 – The Impetus to War: The Great Powers to 1914 (I)</p> <p>Video Lecture 2 – The Impetus to War: The Great Powers to 1914 (II)</p> <p><b>Readings:</b> Morrow, Jr., <i>The Great War</i>, Chapter 1 Brose, <i>A History of the Great War</i>, Chapters I and II Eksteins, <i>Rites of Spring</i>, Prologue and Chapters I and II</p> <p><b>Assignments:</b> <b>Online Discussion #2</b> <b>Short Writing Assignment #2</b></p>
3	Sept 7 <sup>th</sup>	<p>Video Lecture 1 – Crises: On the Precipice of Catastrophe</p> <p>Video Lecture 2 – War Begins: August-December 1914</p> <p><b>Readings:</b> Brose, <i>A History of the Great War</i>, Chapter III Morrow, Jr., <i>The Great War</i>, Chapter 2 Eksteins, <i>Rites of Spring</i>, Chapter III **Meyer, <i>A World Undone</i>, Introduction and Parts I + II**</p> <p><b>Assignments:</b> <b>Online Discussion #3</b> <b>Short Writing Assignment #3</b></p>
4	Sept 14 <sup>th</sup>	<p>Video Lecture 1 – Digging In: Stalemate Achieved</p> <p>Video Lecture 2 – Globalization of the Conflict: Imperial Cannon Fodder</p> <p><b>Readings:</b> Brose, <i>A History of the Great War</i>, Chapters IV + V Eksteins, <i>Rites of Spring</i>, Chapters IV + V</p>

		<p>Begin Reading Remarque, <i>All Quiet on the Western Front</i></p> <p><b>Assignments: Online Discussion #4</b> <b>Short Writing Assignment #4</b></p>
5	Sept 21 <sup>st</sup>	<p>Video Lecture 1 – 1915, year of Total War: Society Drafted into the Conflict</p> <p>Video Lecture 2 – Strategies for Total Victory and Turmoil in the Colonies</p> <p><b>Readings:</b> Finish Reading Remarque, <i>All Quiet on the Western Front</i></p> <p><b>Assignments: Online Discussion #5</b> <b>Short Writing Assignment #5</b></p>
6	Sept 28 <sup>th</sup>	<p>Video Lecture 1 – No More War: Peace Activists and Revolutionaries</p> <p>Video Lecture 2 – Genocide and Jihad: The Middle East Engulfed</p> <p><b>Readings:</b> Brose, <i>A History of the Great War</i>, Chapter VI</p> <p>Morrow, Jr., <i>The Great War</i>, Chapter 3</p> <p>Eksteins, <i>Rites of Spring</i>, Chapter VI</p> <p><b>**Meyer, <i>A World Undone</i>, Part III**</b></p> <p><b>Assignments: Online Discussion #6</b> <b>Short Writing Assignment #6</b> <b>Paper #1 Due 4 Oct.</b></p>
7	Oct 5 <sup>th</sup>	<p>Video Lecture 1 – The Bloody Mess: Eastern Europe Creaks and Cracks</p> <p>Video Lecture 2 – The Domestic Sands begin to Shift</p> <p><b>Readings:</b> Eksteins, <i>Rites of Spring</i>, Chapter VII</p> <p><b>Assignments: Online Discussion #7</b> <b>Short Writing Assignment #7</b></p>
8	Oct 12 <sup>th</sup>	<p><b>Mid-Term Exam:</b> <b>Window available on Carmen Course Site Monday 12 October</b></p> <p>Video Lecture 1 – Strategies for Breakout: Africa, Gas, Tanks, and Attrition</p>

		<p>Video Lecture 2 – Last Man Standing: 1916 War of Attrition (Verdun)</p> <p><b>Readings:</b> Brose, <i>A History of the Great War</i>, Chapters VII  Morrow, Jr., <i>The Great War</i>, Chapter 5  Eksteins, <i>Rites of Spring</i>, Chapter VIII  Begin Reading Reed, <i>Ten Days that Shook the World</i></p> <p><b>Assignments: Online Discussion #8</b>  <b>Short Writing Assignment #8</b></p>
9	Oct 19 <sup>th</sup>	<p>Video Lecture 1 – Last Man Standing: 1916 War of Attrition (The Somme)  Video Lecture 2 – Desperate Times, Measures: Germany Rolls the Dice</p> <p><b>Readings:</b> Morrow, Jr., <i>The Great War</i>, Chapter 4  Continue Reading Reed, <i>Ten Days that Shook the World</i>  **Meyer, <i>A World Undone</i>, Part IV**</p> <p><b>Assignments: Online Discussion #9</b>  <b>Short Writing Assignment #9</b></p>
10	Oct 26 <sup>th</sup>	<p>Video Lecture – Offensives and Counter-Offensives</p> <p><b>Readings:</b> Brose, <i>A History of the Great War</i>, Chapters VIII + IX  Morrow, Jr., <i>The Great War</i>, Chapter 5  Finish Reading Reed, <i>Ten Days that Shook the World</i>  **Meyer, <i>A World Undone</i>, Part V**</p> <p><b>Assignments: Online Discussion #10</b>  <b>Short Writing Assignment #10</b></p>
11	Nov 2 <sup>nd</sup>	<p>Video Lecture 1 – Down with the Tsar!  Video Lecture 2 – The Home Fronts Crack</p> <p><b>Readings:</b> None</p> <p><b>Assignments: Online Discussion #11</b>  <b>Short Writing Assignment #11</b></p>
12	Nov 9 <sup>th</sup>	<p>Video Lecture 1 – The Bolshevik Revolution: The First Workers' State  Video Lecture 2 – Civil War in Russia</p>



		<p><b>Readings:</b> Morrow, Jr., <i>The Great War</i>, Chapter 6 Brose, <i>A History of the Great War</i>, Chapter X Eksteins, <i>Rites of Spring</i>, Chapter IX **Meyer, <i>A World Undone</i>, Part VI**</p> <p><b>Assignments: Online Discussion #12</b> <b>Short Writing Assignment #12</b> <b>Paper #2 Due 15 Nov.</b></p>
13	Nov 16 <sup>th</sup>	<p>Video Lecture 1 – Time is Running Out: Germany Goes for Broke Video Lecture 2 – The End is Nigh: Americans, Counter-Offensives, Peace</p> <p><b>Readings:</b> Brose, <i>A History of the Great War</i>, Chapters XI + XII</p> <p><b>Assignments: Online Discussion #13</b> <b>Short Writing Assignment #13</b></p>
14	Nov 23 <sup>rd</sup>	<b>Thanksgiving week- no assignments or readings</b>
15	Nov 30 <sup>th</sup>	<p>Video Lecture 1 – Aftermath: Treaties and Enduring Conflict Video Lecture 2 – Aftermath: Hatred, Hope, and Changes</p> <p><b>Readings:</b> Brose, <i>A History of the Great War</i>, Chapter XIII Morrow, Jr., <i>The Great War</i>, Chapter 7 Eksteins, <i>Rites of Spring</i>, Chapter X</p> <p><b>Assignments: Online Discussion #14</b> <b>Short Writing Assignment #14</b></p>
16	Dec 7 <sup>th</sup>	<p>Video Lecture – Assessing the Great War in History</p> <p><b>Readings: None</b> <b>Assignments: Online Discussion #15</b> <b>Short Writing Assignment #15</b></p>

\*\*\*Final Exam Window Opens Friday 11 December 2020\*\*\*

**HISTORY 3270 The First World War, 1914-1918**  
**FALL SEMESTER 2017**  
**The Ohio State University-Marion**

**Instructor:** Dr. Genova

**Office:** Morrill Hall 112

**Office Hours:** TR 1:00–2:00 p.m. and by appointment

**E-mail:** [genova.2@osu.edu](mailto:genova.2@osu.edu)

**Phone:** (740) 725-6215

**Course Description:**

This course examines one of the most profound events and periods of the modern era. The First World War, also known as The Great War, involved fighting on every continent and drew combatants from around the world. Begun in Europe following the assassination of the heir to the Austro-Hungarian imperial throne, the conflict quickly engulfed the major powers of Europe, Asia, and North America, while also committing their recently conquered overseas empires to the conflagration. The war transformed global economies, imperial and national boundaries, overturned political systems, gave rise to new states and ideologies, and forever altered social and cultural traditions and relationships. It was the world's first industrial war and quickly gave rise to the concept of "total war," from which Benito Mussolini, the future fascist dictator of Italy, would derive the term "totalitarian." We will look at the war from many angles including combat, technological changes, gender and social relations, cultural developments, and political and economic upheavals. We will begin by exploring how the great powers came to be on the brink of war in 1914 and then follow the convoluted course of the war itself as well as the impact the war was having on the "Home Front." We will also investigate the ways in which the Home Front shaped combat and life at the Front, how the imperial subjects and empires participated in the war, and shaped its trajectory, and finally how revolution and counter-revolution exploded from the trenches and Home Fronts to transform post-war life around the world. To achieve those goals we will use a combination of lectures, discussions, and expository exercises. Attendance and participation are vital for your and the course's success. Therefore, attendance will be taken every day. There will be four graded assignments for this class: two short papers, a mid-term exam, and a final exam. **Automatic failure of the course will result from: FIVE un-excused absences; not handing in the TWO papers; and missing the MID-TERM or FINAL exam.**

**General Education Learning Objectives and Outcomes:**

*Historical Study:*

**Goals:**

Students recognize how past events are studied and how they influence today's society and the human condition.

**Expected Learning Outcomes:**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

***Diversity:***

**Goals:**

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

**Global Studies:**

**Expected Learning Outcomes:**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

**History Major Fulfillment:**

This course fulfills the category of post-1750, non-Western AND Western world in the History curriculum.

**Requirements and Grading:**

<b>Attendance/Participation</b>	<b>10%</b>
<b>Canvas Discussions</b>	<b>10%</b>
<b>Short Paper #1</b>	<b>15%</b>
<b>Short Paper #2</b>	<b>15%</b>
<b>Mid-Term Exam</b>	<b>25%</b>
<b>Final Exam</b>	<b>25%</b>

**Grade Breakdown:**

93-100 = A, 90-92 = A-, 87-89 = B+, 84-86 = B, 80-83 = B-, 77-79 = C+, 74-76 = C, 70-73 = C-, 67-69 = D+, 64-66 = D, 0-63 = E.

**Required Texts:**

Brose, Eric Dorn. *A History of the Great War: World War One and the International Crisis of the Early Twentieth Century* (New York and Oxford: Oxford University Press, 2010).

Morrow, Jr., John H. *The Great War: An Imperial History* (London and New York: Routledge, 2004).

Eksteins, Modris. *Rites of Spring* (Boston and New York: Mariner Books, 2000).  
Reed, John. *Ten Days That Shook the World* (London: Penguin Books, 1977).  
Remarque, Erich Maria. *All Quiet on the Western Front* (New York: Classic House Books, 2009).

**Recommended Text:**

Meyer, G.J. *A World Undone: The Story of the Great War, 1914 to 1918* (New York: Random House, 2006).

**Classroom Conduct:**

In this course we will create and maintain an environment of respect for one another where all will have an equal opportunity to learn, participate, and succeed. Harassment of any kind and disrespect in general will not be tolerated. All have the right to speak freely within the parameters of the course subject as well as the right to listen to others speaking. A student's right to privacy shall in no way be infringed; any information pertaining to a student's performance in the course shall be kept in strictest confidentiality among the interested parties according to the Family Educational Rights and Privacy Act of 1974.

**University Policies:**

**Academic Misconduct:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct:

([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)).

Here is a direct link for discussion of plagiarism:

[http://cstw.osu.edu/writingCenter/handouts/research\\_plagiarism.cfm](http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm)

Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu>

**Disability Services:**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please contact Julie Prince in the Office for Disability Services (ODS) to request appropriate accommodations. ODS is located in 128 Maynard Hall and can be reached by phone at 740-725-6247 or via email at [marionds@osu.edu](mailto:marionds@osu.edu). After registering with ODS, make arrangements with me as soon as possible to discuss your accommodations so they may be implemented in a timely fashion.

## Course Outline:

### **Week 1 (21 Aug. – 25 Aug.):**

Introduction:

- 22 Aug. Course Introduction  
24 Aug. The *Fin de Siècle* World

**Readings:** None

**Assignment:** None

### **Week 2 (28 Aug. – 1 Sept.):**

The Context:

- 29 Aug. The Impetus to War: The Great Powers to 1914 (I)  
31 Aug. The Impetus to War: The Great Powers to 1914 (II)

**Readings:** Morrow, Jr., *The Great War*, Chapter 1  
Brose, *A History of the Great War*, Chapters I and II  
Eksteins, *Rites of Spring*, Prologue and Chapters I and II

**Assignment:** Canvas Discussion #1

### **Week 3 (4 Sept. – 8 Sept.):**

Heading into the Abyss:

- 5 Sept. Crises: On the Precipice of Catastrophe  
7 Sept. War Begins: August-December 1914

**Readings:** Brose, *A History of the Great War*, Chapter III  
Morrow, Jr., *The Great War*, Chapter 2  
Eksteins, *Rites of Spring*, Chapter III  
\*\*Meyer, *A World Undone*, Introduction and Parts I + II\*\*

**Assignment:** Canvas Discussion #2

### **Week 4 (11 Sept. – 15 Sept.):**

From Mobilization to Stalemate:

- 12 Sept. Digging In: Stalemate Achieved  
14 Sept. Globalization of the Conflict: Imperial Cannon Fodder

**Readings:** Brose, *A History of the Great War*, Chapters IV + V  
Eksteins, *Rites of Spring*, Chapters IV + V  
Begin Reading Remarque, *All Quiet on the Western Front*

**Assignment:** Canvas Discussion #3

### **Week 5 (18 Sept. – 22 Sept.):**

The War Goes Global and Total:

- 19 Sept. 1915, the year of Total War: Society Drafted into the Conflict  
21 Sept. Strategies for Total Victory and Turmoil in the Colonies

**Readings:** Finish Reading Remarque, *All Quiet on the Western Front*  
**Assignment:** **Canvas Discussion #4**

**Week 6 (25 Sept. – 29 Sept.):**

Anti-War Revolutionaries and Genocidal Campaigns:

26 Sept. No More War: Peace Activists and Revolutionaries  
28 Sept. Genocide and Jihad: The Middle East Engulfed

**Readings:** Brose, *A History of the Great War*, Chapter VI  
Morrow, Jr., *The Great War*, Chapter 3  
Eksteins, *Rites of Spring*, Chapter VI  
\*\*Meyer, *A World Undone*, Part III\*\*

**Assignment:** **Paper #1 Due 28 Sept.**  
**Canvas Discussion #5**

**Week 7 (2 Oct. – 6 Oct.):**

Trouble in the East, Trouble on the Home Front:

3 Oct. The Bloody Mess: Eastern Europe Creaks and Cracks  
5 Oct. The Domestic Sands begin to Shift

**Readings:** Eksteins, *Rites of Spring*, Chapter VII  
**Assignment:** **Canvas Discussion #6**

**Week 8 (9 Oct. – 13 Oct.):**

Mid-Term and Break:

10 Oct. **Mid-Term Exam**  
12 Oct. **No Class, Fall Break**

**Readings:** None  
**Assignment:** None

**Week 9 (16 Oct. – 20 Oct.):**

Looking for a Way Out:

17 Oct. Strategies for the Breakout: Africa, Gas, Tanks, and Attrition  
19 Oct. Last Man Standing: 1916 and the War of Attrition (Verdun)

**Readings:** Brose, *A History of the Great War*, Chapters VII  
Morrow, Jr., *The Great War*, Chapter 5  
Eksteins, *Rites of Spring*, Chapter VIII  
Begin Reading Reed, *Ten Days that Shook the World*

**Assignment:** **Canvas Discussion #7**

**Week 10 (23 Oct. – 27 Oct.):**

Until None Remain:

24 Oct. Last Man Standing: 1916 and the War of Attrition (The Somme)  
26 Oct. Desperate Times and Desperate Measures: Germany Rolls the Dice

**Readings:** Morrow, Jr., *The Great War*, Chapter 4  
Continue Reading Reed, *Ten Days that Shook the World*  
\*\*Meyer, *A World Undone*, Part IV\*\*

**Assignment: Canvas Discussion #8**

**Week 11 (30 Oct. – 3 Nov.):**

Acts of Desperation:

31 Oct.      Offensives and Counter-Offensives  
2 Nov.        **No Class, Reading Day**

**Readings:** Brose, *A History of the Great War*, Chapters VIII + IX  
Morrow, Jr., *The Great War*, Chapter 5  
Finish Reading Reed, *Ten Days that Shook the World*  
\*\*Meyer, *A World Undone*, Part V\*\*

**Assignment: Canvas Discussion #9**

**Week 12 (6 Nov. – 10 Nov.):**

Revolutionary Ferment:

7 Nov.        Down With the Tsar!  
9 Nov.        The Home Fronts Crack

**Readings:** None  
**Assignment: Canvas Discussion #10**

**Week 13 (13 Nov. – 17 Nov.):**

Bolshevism:

14 Nov.      The Bolshevik Revolution: The World's First Workers' State  
16 Nov.      Civil War in Russia

**Readings:** Morrow, Jr., *The Great War*, Chapter 6  
Brose, *A History of the Great War*, Chapter X  
Eksteins, *Rites of Spring*, Chapter IX  
\*\*Meyer, *A World Undone*, Part VI\*\*

**Assignment: Paper #2 Due 16 Nov.**  
**Canvas Discussion #11**

**Week 14 (20 Nov. – 24 Nov.):**

Break:

21 Nov.      **No Class, Reading Day**  
23 Nov.      **No Class, Thanksgiving Break**

**Readings:** None  
**Assignment: None**

**Week 15 (27 Nov. – 1 Dec.):**

An End, Sort of:

28 Nov. Time is Running Out: Germany Goes for Broke  
30 Nov. The End is Nigh: Americans, Counter-Offensives, and Peace

**Readings:** Brose, *A History of the Great War*, Chapters XI + XII

**Assignment:** Canvas Discussion #12

**Week 16 (4 Dec. – 6 Dec.):**

Aftermath:

5 Dec. Aftermath: Treaties and Enduring Conflict  
Aftermath: Hatred, Hope, and Changes

**Readings:** Brose, *A History of the Great War*, Chapter XIII  
Morrow, Jr., *The Great War*, Chapter 7  
Eksteins, *Rites of Spring*, Chapter X

**Assignment:** None

**Final Exam Week (8 Dec. – 14 Dec.):**

**\*\*\*Final Exam: Tuesday, 12 December 11:00 a.m. – 12:45 p.m.\*\*\***



GE ASSESSMENT PLAN

**A. Historical Studies**

**ELO 1: Students construct an integrated perspective on history and the factors that shape human activity.**

Methods of Assessment:

1. Direct Measure:

Specific Question/Assignment: Students are required to a short paper (5-7 pages) to assess students' ability to construct an integrated perspective on history and the factors that shape human activity.

Sample: Using Remarque and Eksteins, write a paper in which you discuss the shifting mentality of the frontline troops. What do we learn about the soldiers' attitude toward civilians on the home front, the reasons why they are fighting, and their expectations for the future? What does the changing frontline mentality suggest about the war's impact on European societies?

Assessment Rubric:

Excellent	Good	Fair	Poor
Demonstrates a robust, critical, integrated and self-aware understanding of history and the factors that shape human activity.	Demonstrates adequate and integrated understanding of history and the factors that shape human activity.	Demonstrates modest understanding of history and the factors that shape human activity.	Demonstrates little or no understanding of history and the factors that shape human activity.

2. Indirect measure:

Students will complete an informal feedback survey that rates their experience. They will hand these in before the final.

**Directions:** In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: Hist 3270**

**Instructor: Dr. Jim Genova**

**Summary: The First World War**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Discussion Boards</li> <li>• CarmenWiki</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All software is available for free via OSU site license.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Accessibility links are provided for all tools.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

### Reviewer Information

- Date reviewed: 5/26/20
- Reviewed by: Ian Anderson

**Notes: CarmenConnect should be replaced with Carmen Zoom.  
5/26/20: Corrected above/L. Seeger**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

**Subject:** RE: History 3310, 3270, and 2204  
**Date:** Thursday, June 11, 2020 at 3:42:51 PM Eastern Daylight Time  
**From:** Vankeerbergen, Bernadette  
**To:** Heikes, Jacklyn C., Heysel, Garrett  
**CC:** Elmore, Bartow J.  
**Attachments:** image001.png

Hi Jacklyn,

Sure, no problem.

Garrett, can you do that? All three courses are in your queue.

Best,  
Bernadette



**Bernadette Vankeerbergen, Ph.D.**  
Program Director, Curriculum and Assessment  
**College of Arts and Sciences**  
154D Denney Hall, 164 Annie & John Glenn Ave.  
Columbus, OH 43210  
Phone: 614-688-5679 / Fax: 614-292-6303  
<http://ascas.osu.edu>

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**From:** Heikes, Jacklyn C. <heikes.6@osu.edu>  
**Sent:** Thursday, June 11, 2020 3:40 PM  
**To:** Heysel, Garrett <heysel.1@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>  
**Cc:** Elmore, Bartow J. <elmore.83@osu.edu>  
**Subject:** History 3310, 3270, and 2204

Hi Garrett and Bernadette,

When the Department of History submitted the online approval documents for 3310, 3270, and 2204, we were of the understanding that we could only seek approval for the courses starting in Spring 2021 due to the February 1<sup>st</sup> deadline for Autumn 2020. Could we please have the effective terms for these three courses changed to Autumn 2020?

Our instructors are anticipating teaching online in the coming Autumn and would like to secure approval for their courses not only for the next pandemic semester, but for all semesters thereafter. By going through the approval process over the summer, many are hoping to avoid an assurance form in the upcoming Autumn 2020 term.

Best wishes,  
Jacklyn



**Jacklyn Heikes**

Program Coordinator

College of Arts and Sciences Department of History

136 Dulles Hall, 230 Annie & John Glenn Avenue, Columbus, OH 43201

614-292-6059 Office

[heikes.6@osu.edu](mailto:heikes.6@osu.edu) / [osu.edu](http://osu.edu)

Pronouns: she/her/hers or they/them/theirs