

## Term Information

Effective Term Autumn 2024  
[Previous Value](#) Autumn 2020

## Course Change Information

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

Adding new GE theme Citizenship

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

This course is going to be taught in line with the new GE

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 A global history of World War I, with a particular focus on citizenship. As the first war in history waged by enormous citizen-soldier armies, this course considers citizenship within this paradigm-shifting conflict that would transform the global balance of power and power dynamics, as well as alter cultural and societal attitudes and practices both inside and outside of Europe.  
[Previous Value](#) *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  
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, Wooster

**Previous Value**

*Columbus, Lima, Mansfield, Marion, Newark*

## **Prerequisites and Exclusions**

**Prerequisites/Corequisites**

**Previous Value**

*Prereq or concur: English 1110.xx, or permission of instructor.*

**Exclusions**

**Electronically Enforced**

Yes

## **Cross-Listings**

**Cross-Listings**

## **Subject/CIP Code**

**Subject/CIP Code**

54.0101

**Subsidy Level**

Baccalaureate Course

**Intended Rank**

Sophomore, Junior, Senior

## **Requirement/Elective Designation**

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

General Education course:

Historical Study; Citizenship for a Diverse and Just World

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

**Previous Value**

*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.
- Students will engage in critical and logical thinking about how each country involved in World War I both shaped and utilized concepts of nationalism and “proper” citizenship to raise armies for war.
- Students will understand the political, diplomatic, economic, cultural, and social dynamics that sparked the First World War, and then interacted to continue it despite the high cost the conflict inflicted upon every society involved.
- Students will learn about the role women playing in many countries’ war efforts, which led to increased rights and broadening political enfranchisement during and after the conflict.
- Students will also learn about how those same countries continued to employ and reinforce (through propaganda and censorship) “proper” expressions of nationalism and citizenship to maintain their war efforts for over four years of deadly conflict.

**Previous Value**

- *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
- Citizen Soldiers
- Citizenship

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

Last Updated: Vankeerbergen, Bernadette  
Chantal  
04/20/2024

**Previous Value**

- [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**

- History 3270 GE Form Citizenship (Douglas) (1).pdf: GE Form  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*
- History 3270 Syllabus (Douglas) JG 4.20.2024.docx: Syllabus (Revised 4.20.2024)  
*(Syllabus. Owner: Getson, Jennifer L.)*

**Comments**

- Please see feedback email sent to department 04-19-2024 RLS *(by Steele, Rachel Lea on 04/19/2024 08:37 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	03/28/2024 12:52 PM	Submitted for Approval
Approved	Soland, Birgitte	03/28/2024 01:11 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/28/2024 02:15 PM	College Approval
Revision Requested	Steele, Rachel Lea	04/19/2024 08:37 PM	ASCCAO Approval
Submitted	Getson, Jennifer L.	04/20/2024 01:24 PM	Submitted for Approval
Approved	Soland, Birgitte	04/20/2024 01:26 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/20/2024 02:57 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/20/2024 02:57 PM	ASCCAO Approval

Instructor: Dr. Sarah K Douglas

[douglas.162@osu.edu](mailto:douglas.162@osu.edu)

Include "History 3270" in email subject line

Office: Dulles Hall 173

Office Hours: Tuesdays 4-5PM ET by Zoom, or by appointment

Course #: 18863

3 credit hours

## HISTORY 3270: World War I (ONLINE)



In this course, we will focus on the origins, course, and historical implications of one of the most significant turning points in modern world history: the First World War. Often called "The Great War," the conflict that broke out in the summer of 1914 lasted for over four bloody, grinding years and changed the world forever. Over 30 nations were eventually involved in the conflict, which spread from Europe to the Middle East, Africa, different regions of Asia, the South Pacific Islands, the Mediterranean Sea, the Atlantic Ocean, and the Pacific. As such, we will examine the war, not just as a European conflagration, but as a global conflict that changed the world forever.

Specifically, students will learn how World War I was sparked by European states seeking to defend their political, economic, diplomatic, and imperial interests, then hinged upon the intense nationalism embraced by each belligerent's citizens. Although each country that initiated the conflict conceptualized its identity and the role of its people differently, each effectively marshaled its civilians to wage a war that spread across the globe. As a consequence, inhabitants of nearly every continent became embroiled in the conflict, doing so to defend their local cultures, identities, and interests from East Asia and the Middle East to across Africa and South America; to defend their local and national identity against other European colonial powers, particularly in Africa; to defend their own nation's goals against other aggressive regional powers in Europe and also East Asia; or to maintain their national's global, nationalist-imperial position in the world, as was the case with many European states, the Ottoman Empire, and the emerging Japanese Empire. Each state involved in World War I also used participation in the war effort to define citizenship and national belonging because either fighting in the war, or supporting the war effort domestically, were considered an exercise of nationalism and proper social responsibility. In many ways, the war was used as a tool of defining what it was to be a nation and a citizen of that nation, and what that meant for each country's interests around the world. Given that this was the first war in history waged by enormous citizen-soldier armies fighting to defend their nations (as they saw it), these efforts were successful. We will explore why.

Overall, we will learn how and why "the Great War" altered cultural attitudes both inside and outside of Europe; changed how different societies chose to define and exercise both nationalism and citizenship; elevated the role of women in some societies involved in the conflict; altered forever the global balance of power and power dynamics; realigned domestic and international political relationships all over the world; shifted the dynamics of imperialism around the world and put this practice on a path toward dissolution; and reformed basic economic principles that had governed global commerce for decades (if not centuries). Although overshadowed by World War II, students will walk away from the course seeing how "the Great War" was the paradigm-shifting conflict that would define the rest of the 20<sup>th</sup> century.

## **General Education (GE):**

### **New GE: Citizenship for a Diverse and Just World**

#### **Goals:**

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

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

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.
- 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- 4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

#### **Successful students are able to:**

Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.

Students will engage in critical and logical thinking about how each country involved in World War I both shaped and utilized concepts of nationalism and “proper” citizenship to raise armies for war. Students will also learn about how those same countries continued to employ and reinforce (through propaganda and censorship) “proper” expressions of nationalism and citizenship to maintain their war efforts for over four years of deadly conflict. Students will also learn about the role women playing in many countries’ war efforts, which led to increased rights and broadening political enfranchisement during and after the conflict. As the same time, students will explore the role imperialism played in spreading the conflict globally, and how diverse national interests of countries around the world interplayed to catalyze the “world” war.

Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

Students will understand the political, diplomatic, economic, cultural, and social dynamics that sparked the First World War, and then interacted to continue it despite the high cost the conflict inflicted upon every society involved. Students will engage with numerous secondary sources written by leaders in the field of World War I history to explore these themes, and have the choice of selecting others for optional readings in line with their particular interests. Students will then engage in group discussion assignments that will require them to do what historians do every day: address a subjective question or issue about the past; support their opinion using historical events and primary source evidence; and then defend that stance in a discussion forum. In addition to this, students will complete a final research project, which will not only allow them to explore a WWI-related topic of their particular interest, but require them to engage in the scholarly research exercise of picking a topic, identifying sources to explore that topic, and then presenting their findings in written form.

Identify, describe, and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.

A key element of this course is that we will not just study World War I on the Western Front in Europe, a primary focus in historical studies of this massive conflict. Instead, we will examine the experience of numerous countries on numerous fronts around the world to ensure that students can understand how different cultures experienced and participated in one of the most pivotal wars of the 20<sup>th</sup> century. This was a “world” war, meaning that different nations, societies, and peoples around the world engaged in the conflict, and were impacted by it, for a variety of reasons. Thus learning about and understanding these diverse experiences, motivations, impacts, and outcomes, and then integrating them into a holistic understanding of this historical subject, is a key goal of the course.

Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

In numerous instances in this course, students will be given the option of reading about individuals, societies, and/or subjects that are of particular interest to them. This includes assigned videos, reading options in several weeks, and most of all, the subject they wish to pursue for their research project. This allows students to explore themselves as learners

because they can engage in creative work that favors their own interests and historical curiosities. Personal interests are a life-long journey of exploration, thus when students make those choices, they are relying on prior life experience, current curiosities, and personal preferences. Yet they will also have to engage in historical research, which poses challenges to anyone engaging in it, especially if the topic in question produces unexpected results (which is nearly always the case in historical research). At the same time, in the course students will also engage in group discussions, which will require them to justify their own opinions on specific topics covered and then debate those stances with other students who might disagree with them. This critical thinking exercise necessarily requires wedding creativity, reliance on prior experience, and employment of course learning. All of these skills will be necessary to success on these assignments.

Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.

A fundamental reality of World War I is that it included many, many different political, cultural, national, and historical communities. As a result, by taking the course, students will be required to learn about and understand these numerous and diverse communities, and then how their political, cultural, social, economic, religious, and military interests impacted how they experienced, if not were directly involved in, the war. More than anything else, how each society engaged in World War I, or was impacted by World War I, was a function of their identity and role as citizens. Those who fought in the war did so to exercise their national support and role as citizens, with those on the home front doing the same. Those who suffered marginalization, if not attack, were defined by the same factors, such as the tensions in the Russian empire over enfranchisement; the rise in anti-Ottoman uprisings in the Middle East; or the persecution of the Armenian people during the Armenian Genocide. The dynamics of imperial identity and local anti-imperial interests in Africa will also be explored, as that was a major theater of the war. Students too will explore the emergent imperial interests of Japan in the Pacific, and how this impacted neighboring countries such as China or various islands in Southeast Asia. Thus a core element of studying *World War I* is analyzing a range of perspectives on what constitutes citizenship, identity, and self-determination across political, cultural, national, and global communities.

Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

Students will identify and reflect on the numerous different nations, cultures, societies, and religious interests involved in the war, and how these interests impacted their involvement in, and impact from, World War I. What's more, the key to understanding any historical conflict is understanding it from the inter- and intra-cultural perspectives of those involved, doing so on their own terms, and then doing so in comparison to all other groups involved. This requires necessarily the development of intercultural competence, which by extensions helps one become a better critical thinker and thus a better global citizen.

Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.



In World War I, marginalized societies were at times silenced or even persecuted for their marginalization, while at other times previously marginalized groups were enfranchised (conceptually or literally) through their support of their nation's war efforts. For example, Armenian Christians were the target of genocide given their position as religious minorities in the Ottoman Empire while female members of many societies, through their support of the war effort in their countries, gained wider rights and eventual enfranchisement once the war was concluded. Populations who did not support their country's war effort were at times suppressed (if not arrested) while in Germany and Russia, the pressures of their countries' war efforts pushed economically and politically marginalized populations to push for greater rights (regardless of the eventual outcomes of those revolutionary movements). Students will further learn about the lived experiences of populations in European imperial possessions, and how the wars that often arose in those areas were more a reflection of local imperial and socio-political tensions that took on a global dimension than were direct extensions of the war that broke out in Europe. These differences are at their core conflicts and cross-cultural intersections of justice, difference, citizenship expression, cultural tradition, structures of power, and advocacy for social change. World War I included all of *these* things, and so to learn about and research World War I is to necessarily explore an extraordinarily wide variety of lived experiences, from the core to the margins of society all around the world.

### **Mode of Delivery, Attendance, and Work Expectations**

#### **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.

Successful students are able to:

Students will understand the political, diplomatic, economic, cultural, and social dynamics that sparked the First World War, and then interacted to continue it despite the high cost the conflict inflicted upon every society involved. Students will engage with primary sources, as well as numerous secondary sources written by leaders in the field of World War I history to explore these themes, and have the choice of selecting others for optional readings in line with their particular interests. A key element of this course is that we will not just study World War I on the Western Front in Europe, a primary focus in historical studies of this massive conflict. Instead, we will examine the experience of numerous countries on numerous fronts around the world to ensure that students can understand how different cultures experienced and participated in one of the most pivotal wars of the 20th century, as well as the legacy of World War I for the contemporary world.

### **Mode of Delivery, Attendance, and Work Expectations**

This course is entirely online and asynchronous in nature. This means that students are not required to attend live lectures/discussions but rather will complete all course assignments on their own schedule during each assignment week. Students are therefore expected to keep pace with course assignments as outlined below. This is also a 3-credit-hour course, which means that students should expect 3 hours per week of time spent on direct instruction (i.e. recorded lectures and videos) and an additional 6 hours of work on homework such as reading and assignment preparation/completion.

### **A Note About Online Courses:**

The key difference between a face-to-face class and an online class is the emphasis on reading and writing. In contrast to a face-to-face class where students listen to lectures and vocalize their responses, an asynchronous online class requires reading, watching videos, and completing quizzes or written work. Consequently, an online class sharpens students' reading and writing skills with limited impacts on spoken skills. Your success also *hinges* upon your ability to read carefully and follow directions. The information in this syllabus and other course materials should help you decide whether this course will contribute to developing the skills you would like to possess. All of these skills are important for academic development but the online platform is not for everyone.

### **Our Commitment to Your Success and Grading Feedback:**

I am sincerely committed to helping you succeed in the course. Online education is new to many students and those experienced with the format know that it is different in many ways to the in-class experience. To ensure your success, please consult me if you are having difficulties and I will make every effort to accommodate your needs. **I will be sure to address all student questions and issues within 24 hours on school days** and I am happy to arrange Zoom meetings to discuss issues if desired. I will also provide detailed feedback on course assignments and return that feedback in time for students to integrate those comments into their efforts on subsequent assignments. Finally, you will find helpful hints on reading and writing strategies at the [Younkin Success Center](#).

### **Enrollment:**

All students must be officially enrolled in the course by the end of the first week of the term. No requests to add the course will be approved by the History Department Chair after that time. Enrollment is solely the responsibility of the student.

### **Required Course Texts, Technology, and Digital Skills:**

Your main course monograph will be How Strachan's *The First World War*. This book is posted on Carmen so it does not need to be purchased (unless you wish to do so). All other weekly readings are (1) PDFs on Carmen, (2) available online using the

hyperlinks below/in the weekly modules, or (3) available digitally through the OSU Library. In addition to linked primary sources, most secondary sources are from *The International Encyclopedia of the First World War*, which features articles on a wide variety of topics by leading historians in the field of World War I history. Videos will be accessed on Carmen using the provided YouTube links in each weekly module.

As to technology skills and requirements for this course, students will need to be able to successfully access digital materials on a PC/Mac and navigate both Carmen and YouTube. Students will also need: (1) regular access to the internet with any available web browser, (2) regular, unrestricted access to YouTube, and (3) the ability to view PDF files, and (4) Microsoft Word. Students can download Adobe for viewing PDFs [here](#) and as an OSU student, you can download a free version of Microsoft Office [here](#).

### **Technology Course Assistance:**

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. 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

***See the assignment breakdown,  
description, and requirements  
on the following page***

**Assignment Breakdown:**

1	Course Requirements Quiz	20 pts
13	Weekly Quizzes	325 pts
4	Group Discussions	480 pts
1	Research Proposal & Bibliography	25 pts
1	Research <i>Essay</i>	<u>150 pts</u>
		1000 pts

**Weekly Course Modules:**

On the course Carmen page, you will see a tab on the left side of the screen that is labeled “Modules”. If you click on that tab, you will see that each week’s announcement, readings, video links, and assignments are listed. Please note that each week’s module will unlock when the assignment week has arrived; in online instruction students working together in sequence is incredibly important so without instructor permission, students are not permitted to access modules before an assignment week.

**Weekly Announcement:**

On the first day of each assignment week, an announcement will be posted on the Carmen course home page. This announcement will detail the week’s content and various assignment. The announcement will also provide any feedback on previous weeks’ assignments or tips/reminders for future work. **You should read each announcement carefully to understand weekly assignments and requirements.**

**Course Requirements Quiz (20pts):**

This quiz consists of 20 questions at 1pt/question. You will have 25 minutes and two chances to take it. It is designed to make sure that you are aware of course parameters and requirements, meaning that you are as prepared as possible for our class together. The quiz is due **on Sunday (1/13) by 11:59PM ET.**

**Weekly Content Quizzes (13 quizzes, 25pts/quiz, 325pts total):**

These quizzes consist of 25 questions at 1pt/question. You will have 30 minutes to take each quiz and two attempts to take it with the highest score counting toward your final grade. Using a variety of question formats, these quizzes will test your knowledge of the historical content covered in the assigned reading and viewing each given week. These quizzes are due each week **on Sunday at 11:59PM ET.**

**Weekly Group Discussions (4 discussions, 120 pts/discussion, 480pts total):**

Students will use readings and videos from the relevant weeks to address posted Discussion prompts. The discussions are meant to challenge students to assimilate the

historical content they have learned in order to make cohesive, coherent arguments about historical events. Specifically, students will draft a written response to each prompt of **750 words (or more)** and then post three (or more) discussion comments in response to their fellow students' posts. Consult the [Group Discussion Guidelines](#) and the [Group Discussion How-To](#) video for more details about how to complete these assignments. Initial prompt responses will be due each given **Saturday at 11:59PM ET** and the required discussion comments will be due each **Sunday at 11:59PM ET**.

### **The Great War Research Essay (175pts):**

In this course, students will research a topic of their choosing related to some aspect of World War I. They will then explore that topic using related secondary sources and primary source records located through various online databases. Students will first present their project idea and bibliography in Week 8 of the course (25pts). They will then write a **5-7-page essay** about their given topic, which will be completed in Week 15 (150pts). Consult the [Research Essay Guidelines](#) for more specific details about completing this assignment **due on Sunday, April 21<sup>st</sup> at 11:59PM ET**.

\* Students who do not complete the research essay will automatically receive a failing grade for the class, even if a zero for a missing assignment would otherwise result in a passing grade.

### **Extra Credit Historical Media Analysis (50pts max):**

To earn extra credit, students can choose a historical film, TV series, or video game related to a theme or topic discussed in the class (options have been provided in the Extra Credit Guidelines). The student will then research the chosen media and write a 2-3-page paper discussing its historical accuracies and inaccuracies. You will upload this Extra Credit essay to Carmen **by Monday, April 22<sup>nd</sup> at 11:59PM ET**.

### **Late Assignment Policy:**

As noted above, students CANNOT complete quizzes or post discussion responses/comments after established deadlines unless specific extensions are arranged with the professor. Assignments also cannot be submitted via email if Carmen submission windows lock before work is completed. As such, should unexpected conflicts or personal emergencies occur, please contact the professor **BEFORE** the assignment week is complete to organize an assignment extension. Carmen at times will move slowly due to heavy student traffic on Sunday evening so it is **HIGHLY** recommended that you complete your weekly assignment before this can interfere with your ability to post your work for the week.

### **Grading Scale (in %):**

A = 92.5* – 100.0	B- = 79.5 – 82.49	D+ = 67.5 – 69.49
A- = 89.5 – 92.49	C+ = 77.5 – 79.49	D = 59.5 – 67.49
B+ = 87.5 – 89.49	C = 72.5 – 77.49	E = 59.49 and below
B = 82.5 – 87.49	C- = 69.5 – 72.49	

*\*In the event that the student is 0.5% away from the next available letter grade, the student's score will be rounded up. **No rounding will occur below this point.***

### **Contacting Your Instructor:**

If you wish to contact Dr. Douglas or the course TA, please do so via email and please include "History 3270" in the subject line. Instructors will respond to all emails within 24 hours on week days and will do their best to address all issues and concerns when they are raised.

### **Academic Integrity and Misconduct:**

Students are expected to complete all course assignments based upon individual effort and independent work. Specifically, you must complete weekly quizzes, which are a way to ensure you are learning the major topics and themes covered each week, without any external help or communication. Your discussions responses should also be your own original work. You should follow the citation style discussed in the relevant assignment guidelines to properly cite the ideas and words of your assigned sources. You are welcome to ask either myself or your TA for feedback on a rough draft but your work should ultimately be your own original creation. To ensure academic integrity is maintained, course discussions will be checked for plagiarism via TurnItIn uploads. As such, to avoid issues with academic integrity, don't cheat! Dishonest academic practices are taken **very seriously** in this course so if plagiarism is detected, it will be reported. Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities.

Thus, The Ohio State University and the **Committee on Academic Misconduct (COAM)** expect that all students have read and understand the university's Code of Student Conduct ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, **I am obligated to report my suspicions to the Committee on Academic Misconduct**. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

**University statement on 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://studentlife.osu.edu/csc/>.

**ChatGPT and AI Generation:**

All course assignments will also be scanned by several available scanners that can detect whether text has been generated by AI technology. While this is a trial-and-error process, if AI-generated text is detected with high scanner confidence, the professor and the student will engage in a dialogue to discuss the issue further. That said, the likely outcome will be that the student’s assignment cannot be accepted, although a rewrite opportunity will be provided so that the student can redo the assignment and avoid a zero score. As such, make sure to write your answers yourself and cite ONLY course-assigned sources to avoid zero scores on assignments.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

**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 at [titleix@osu.edu](mailto:titleix@osu.edu).

**Accessibility Accommodations for Students with Disabilities:**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **Commitment to a Diverse and Inclusive Learning Environment**

OSU affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### **Land Acknowledgment**

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land. More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

### **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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## **Religious Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity.

**Policy: Religious Holidays, Holy Days and Observances**

***See the assignment schedule  
on the following page***

# ASSIGNMENT SCHEDULE

\* Each week's Youtube playlist will consist of combinations including: lectures by the instructor, excerpts of documentaries, interviews, etc. Students should expect to actively watch and take notes on about 3 hours of videos every week. Weekly quizzes will

## **WEEK 1 (1/7 – 1/13): The Long Fuse**

In Week 1, students will understand the interests of all countries involved in the outbreak of the war, and how the tensions/conflicts between those countries' interests sparked the overall war. Specifically, students will learn about the various causes of the war, focusing both on historical events during the so-called "Long 19<sup>th</sup> Century," as well as the various historiographical arguments regarding its outbreak. Students will learn how involvement in the conflict related to the emergence of and conceptualization of nationality and citizenship within those countries. The weekly assignments will test students' knowledge of course requirements and assignments, as well as test knowledge of the week's reading and viewing content.

**Readings:** Joll, *The Origins of the First World War*, Chs. 1-2 (on Carmen)

[The Franco-Russian Alliance](#)

[The Dual Alliance](#)

[Memoirs of the Ausgleich, 1867](#)

**Videos:** Week 1 YouTube Playlist

**Assignments:** Course Introduction Quiz  
Week 1 Quiz

## **WEEK 2 (1/14 – 1/21): The Fuse Shortens and a Crisis in July**

In Week 2, students will learn how large percentages of the many societies involved in World War I conceptualized their own variety of or definition of nationalism and citizenship. These various definitions, or differing executions of the same core ideas, led to increased international political, economic, diplomatic, and imperial conflict in the 19<sup>th</sup> century, which eventually led to the outbreak of war in 1914. Students will also explore how the tensions between Austro-Hungarian imperial identity conflicted with rising national identities and citizenship movements within their territory, increasing unrest in that region of Europe. This laid the groundwork for the assassination of Archduke Franz Ferdinand, and thus the outbreak of World War I. The quiz assignment this week tests students' knowledge of the main course themes, events, and figures covered this week.

**Readings:** Joll, *The Origins of the First World War*, Ch. 3 (on Carmen)

[Account, Assassination of Franz Ferdinand](#)

[Newspaper report, Assassination of Franz Ferdinand](#)

**Videos:** Week 2 YouTube Playlist

**Assignments:** Week 2 Quiz

***Due to the Martin Luther King Jr. Day holiday, Week 2 will end on Monday, January 21<sup>st</sup> and Week 3 will begin on Tuesday, January 22<sup>nd</sup>.***

### **WEEK 3 (1/22 – 1/27): Nationalism and Nations off to War**

In Weeks 3, students will learn about how World War I broke out, and how the states involved utilized nationalism and intensive, aggressive definitions of citizenship to raise armies larger than had ever been raised in any war in history. Students will explore how these citizen-soldier armies at first maneuvered to defeat the other, only to settle into static war fronts in several places in Europe. This, as students will learn, led to an almost immediate outbreak of conflict around the world as trenches emerged and then solidified on the western front in Europe. This necessitated, as students will also learn, the ramping up of wartime industrial production, an essential aspect of total war. The quiz assignment this week tests students' knowledge of the main course themes, events, and figures covered this week.

**Readings:** Strachan, *The First World War*, Chs. 1,2

[Willingly to War](#)

[Attrition Warfare](#)

[Close Combat Tactics](#)

**Videos:** Week 3 YouTube Playlist

**Assignments:** Week 3 Quiz

### **WEEK 4 (1/28 – 2/3): The Gathering of Allies and the Opening of Fronts**

In Week 4, students will start exploring World War I in its global context. Specifically, students will explore how European nationalism and “proper” citizenship were tied to imperialism at this time, causing imperial territories all over the world to be involved in the conflict that originally broke out in Europe. Students will also learn how local populations, often resisting imperial presence, participated in the conflict as well, either to ally with one imperial power over another, or to cast off imperial presence entirely. One focus in particular for students will be reading primary source accounts of those involved in the so-called “Great War” so that students can understand the experience of the common soldier, and how the war impacted the physical and psychological health of those who fought in it. The quiz assignment for this week will test students' knowledge of the main course topics, themes, events, and figures covered this week. Students will then complete the first Group Discussion assignment, which will require students to assimilate their reading and viewing to address a given discussion prompt. The goal is for students to engage in a common historical practice: use historical events to support a given opinion, present that opinion in written form, and then defend the stance(s) taken in discussion with fellow students. This will not only reinforce course learning thus far, but help students practice critical thinking and argument formulation.

**Reading:** Strachan, *The First World War*, Ch. 4

[“My Daily Journal. 1915-1916”](#)

[“Four Weeks in the Trenches”](#)

[“Attack”](#)

[“In Flanders Fields”](#)

**Videos:** Week 4 YouTube Playlist

**Assignments:** Week 4 Quiz

Week 4 Group Discussion

### **WEEK 5 (2/4 – 2/10): The Slaughter Continues and Conflict Expands**

In Weeks 5, students will first learn about how the conflict impacted marginalized populations in some regions, in particular the Armenian Genocide. As Armenian Christians were viewed as external to the definition of citizenship within the Ottoman Empire, the state enacted genocidal policies against them, which resulted in mass expulsion from Ottoman territory in some cases and executions in others. Students will also explore further the physical and psychological impact of the war on the people who fought it by learning more about the notable advances in medical care during World War I, and how states struggled to cope with the physical impact of the war on individuals while struggling with the psychological toll. The quiz assignment this week tests students' knowledge of the main course themes, events, and figures covered this week.

**Reading:** Strachan, *The First World War*, Ch. 5

[The Armenian Genocide](#)  
[Medicine and Medical Service](#)  
[Mutilation and Disfiguration](#)

**Videos:** Week 5 YouTube Playlist

**Assignments:** Week 5 Quiz

### **WEEK 6 (2/11 – 2/17): A Global War I: War in East Asia, the Pacific, and the Atlantic**

In Week 6, students will learn about the war in its global context. Students will learn more about how nationalism and citizenship were tied to imperialism at this time, causing imperial territories all over the world to be involved in the conflict that originally broke out in Europe. Students will also learn how local populations, often resisting imperial presence, participated in the conflict as well, either to ally with one imperial power over another, or to cast off imperial presence entirely. This includes the conflict between the Japanese and Germans, and then the Japanese and Chinese thereafter (both of which laid the groundwork for World War II in the Pacific. Students will learn about the expansion of Japanese imperial presence in East Asia during the first two years of the war, and then how this expansion laid the groundwork for Sino-Japanese tensions into the interwar period, and growing conflict with the United States (thus laying the groundwork for World War II in the Pacific). Overall though, students will explore how these theaters of World War I were both tied to and separate from the original war in Europe, and how different countries/peoples around the world were fighting to defend or create their own national identities. The quiz assignment this week tests students' knowledge of the main course themes, events, and figures covered this week.

**Reading:** Strachan, *The First World War*, Ch. 6, 7 (Read: Blockade, U-Boat)

[Extra-European Theaters of War](#)  
[The War in China](#)  
[Warfare at Sea in World War I](#)

**Videos:** Week 6 YouTube Playlist

**Assignments:** Week 6 Quiz

### **WEEK 7 (2/18 – 2/24): A Global War II: Africa, the Middle East, and the Mediterranean**

In Week 7, students will continue to explore World War I in its global context.

Specifically, students will learn about the political, religious, cultural, and ethnic complexities of the Ottoman Empire, and how World War I's outbreak affected those dynamics from the perspectives of all involved. Students will further explore the outbreak and course of the war in Africa, and how different cultures in northern Africa used the war as an opportunity to undercut imperial presence, or expand their own interests against other local political authorities. In central and southern Africa, again imperial interests impacted and were impacted by conflicts in those areas as local populations were pulled into war-related conflicts, or local interests engaged in local conflicts due to the wider imperial contest taking place. Overall, students will understand how burgeoning nationalist movements in many colonies conflicted with imperial presence, and/or how colonial identity was tied to the European states waging the war back in Europe. Thus students will come to understand even further how imperialism was tied to nationalism and conceptions of citizenship during the era of the Great War. The quiz assignment this week tests students' knowledge of the main course themes, events, and figures covered this week. Students will then complete the second Group Discussion assignment, which will require students to assimilate their reading and viewing to address a given discussion prompt. In this case, students will contemplate the first years of the war, and how the conflict escalated globally as it did. The goal is for students to engage in a common historical practice: use historical events to support a given opinion, present that opinion in written form, and then defend the stance(s) taken in discussion with fellow students. This will not only reinforce course learning thus far, but help students practice critical thinking and argument formulation.

**Reading:** Strachan, *The First World War*, Ch. 6  
[The War in Northern Africa](#)

**Assignments:** Week 7 Quiz  
Week 7 Group Discussion

### **WEEK 8 (2/25 – 3/3): Propaganda, Censorship, and the Galvanization of Society**

In Week 8, students will learn about how states reinforced established structures of power and galvanized patriotic populations utilizing their internalized, culturally reinforced definitions of nationalism and citizenship. These themes and motifs were then employed to keep supported the war efforts in question by exploiting familiar images that were meant to appeal to popular historical traditions that would continue popular support for the war effort. Yet at the same time, populations who did not support their country's war effort were at times suppressed (if not arrested) while in Germany and Russia, the pressures of their countries' war efforts pushed economically and politically marginalized populations to push for greater rights. These tensions are often at their core conflicts and cross-cultural intersections of justice, difference, citizenship expression, cultural tradition, structures of power, and advocacy for social change. World War I included all of these things, and so to learn about and research World War I is to necessarily explore an extraordinarily wide variety of lived experiences, from the core to the margins of society all around the world. The quiz assignment this week tests students' knowledge of the main course themes, events, and figures covered this week. Students will then complete and submit their Research Essay Proposal & Bibliography, which allows students to submit the plan for their final research project, ensuring that

they've chosen a sound topic of research and chosen valid primary and secondary sources to do so.

**Reading:** Strachan, *The First World War*, Ch. 7 (Read: Economic Warfare)

[The Espionage Act](#)

[World War I Media and Censorship](#)

[Selective Control and Repression of Dissent](#)

**Videos:** Week 8 YouTube Playlist

**Assignments:** Week 8 Quiz

The Great War Research Essay Proposal & Bibliography

### **WEEK 9 (3/4 – 3/10): The Homefront: Women, Industrialization, and Total War**

In Week 9, students will learn about the role of women in World War I, many of whom took on roles within society that they had previously been barred from, such as industrial production, business/government administration, and in some rarer cases, military combat, professional sports, and domestic civilian policing. Then once World War I was over, women's rights groups utilized this support to push for major post-war social change, thus bringing about the success of the suffrage movement. As students have already learned, in World War I, marginalized societies were at times silenced or even persecuted for their marginalization, while at other times previously marginalized groups were enfranchised (conceptually or literally) through their support of their nation's war efforts. This week, students will explore how female members of many societies, through their support of the war effort in their countries, gained wider rights and eventual enfranchisement once the war was concluded. Students will then tie this involvement to the demands of industrialization and war production during the to-that-point largest total war in history. Waging such a war involved the mass marshalling of women on the home front, and so women were "drafted" to serve in a variety of roles to support their war efforts, the specifics means by which they did this dependent upon the country in question. Students will explore these various roles, and how this subset of society was galvanized, as well as how that support impacted the widening of enfranchisement and conceptions of citizenship near the end of and after World War I. The quiz assignment this week tests students' knowledge of the main course themes, events, and figures covered this week.

**Reading:** [Mobilizing Women for World War I](#)

Read **TWO:** [Mobilizing Women in Great Britain](#)

[Mobilizing Women in France](#)

[Mobilizing Women in Russia](#)

[Mobilizing Women in the US](#)

[Mobilizing Women in Germany](#)

[Mobilizing Women in the Ottoman Empire](#)

**Videos:** Week 9 YouTube Playlist

**Assignments:** Week 9 Quiz

### **WEEK 10 (3/11 – 3/17): SPRING BREAK—NO ASSIGNMENTS**



### **WEEK 11 (3/18 – 3/24): The Emergence of “Modern” War Around the World**

In Week 11, students will learn about how World War I continued around the world into 1917. This year was notable because it is when the overwhelming impact of the war was beginning to take its toll upon the populations who were waging it on all fronts. The sense that the war was unwinnable took hold with a vengeance, leading to widespread mutinies, particularly amongst Allied forces on the Western front. This disaffection was felt elsewhere, straining populations throughout the countries involved in the war, sometimes to their breaking point (such as in Russia). Not only did this lead to a ramping up of propaganda efforts to support the war effort in some countries (and the utilization of nationalist ideology and exploitation of citizenship), but it led to various changes on the battlefields themselves, allowing the emergence of a new type of warfare, a “modern” style we are more familiar with today. The quiz assignment this week tests students’ knowledge of the main course themes, events, and figures covered this week. Students will then complete their third Group Discussion assignment, which will require students to assimilate their reading and viewing to address a given discussion prompt. In this case, students will address the global aspects of the war, as well as the involvement of various marginalized populations in the overall conflict. The goal is for students to engage in a common historical practice: use historical events to support a given opinion, present that opinion in written form, and then defend the stance(s) taken in discussion with fellow students. This will not only reinforce course learning thus far, but help students practice critical thinking and argument formulation.

**Reading:** Strachan, *The First World War*, Ch. 8

[The Song of Craonne](#)  
[Between Acceptance and Refusal](#)

**Videos:** Week 11 YouTube Playlist

**Assignments:** Week 11 Quiz  
Week 11 Group Discussion

### **WEEK 12: (3/25 – 3/31): The Rise of Revolution and the Entrance of a Game Changer**

In Week 12, students will learn about how the destruction and devastation of the Great War on the eastern front in Europe laid the groundwork for the Russian Revolution. The Russian Revolution, as students will learn, began as a movement by historically marginalized peoples attempting to upset traditional power structures and gain more conceptual, if not literal, enfranchisement. This movement was on one hand the result of centuries of marginalization of most of Russian society. But World War I was the final push that caused a massive upheaval of the Russian state with the goal of eliminating traditional social, political, and economic hierarchies within Russia in the name of positive social change. At the same time, students will learn about how the United States became involved in World War I. Students will explore how neutrality was embraced in the US by the majority of the American public, and yet how this attitude gradually shifted between 1914 and 1917 when the Zimmerman Telegram finally catalyzed American intervention. The shift in nationalist ideology was marked during this time, and by 1917 the “proper” conception of citizenship embraced by most Americans involved direct fighting in, or support of, the American war effort in Europe. The quiz assignment this week tests students’ knowledge of the main course themes, events,

and figures covered this week.

**Reading:** Strachan, *First World War*, Ch. 7 (Read: The US Enters the War), Ch.8

[The Treat of Brest-Litovsk](#)

[The Zimmerman Telegram](#)

[The United States in World War I](#)

**Videos:** Week 12 YouTube Playlist

**Assignments:** Week 12 Quiz

### **WEEK 13 (4/1 – 4/7): The Collapse of Fronts and the Slow March to Peace**

In Week 13, students will learn about the process of the war around the world in 1918. This discussion will explore how the withdrawal of Russia from the war impacted their western Allies, and how the United States increasingly intervened on the ground in the war in Europe. Also, students will learn about how a similar, although more limited, series of movements aimed at overturning traditional political-power hierarchies and advocating for social change took place in Germany, which pushed the German state to seek peace with the Entente powers. Overall, students will explore how wars end, and how wartime transitions to peacetime (a complex and difficult process, especially during industrial conflicts). This period stretched national identities and support of the citizenry to its limits, as it did the resources available to wage war, a tension exacerbated by the outbreak and spread of the 1918-1919 Influenza Pandemic. The quiz assignment this week tests students' knowledge of the main course themes, events, and figures covered this week.

**Reading:** Strachan, *The First World War*, Ch. 9

[The Kiel Mutiny](#)

[The Influenza Pandemic](#)

**Videos:** Week 13 YouTube Playlist

**Assignments:** Week 13 Quiz

### **WEEK 14 (4/8 – 4/14): The War Concludes and a Generation Lost**

In Week 15, students will learn about the complexity, difficulty, conflict, and animosity that characterized the Treaty of Versailles negotiations. Students will explore how each state went into those negotiations with their own national interests in mind, and had to mediate those interests with those of the other states present at the negotiations. Each country's citizenry had its own ideas about what the treaty should accomplish, especially given that the violence of the war had destroyed pre-war conceptions of militaristic citizenship and hyper-nationalist protectionism. In some cases, the end of the war and the subsequent peace reinforced historical traditions and socio-political hierarchies that existed before the war, such as with the British and French Empires. And yet in other cases, it completely overturned, if not destroyed, long-standing imperial relationships, such as in the case of the German Empire and the Ottoman Empire. As always, the quiz assignment this week tests students' knowledge of the main course themes, events, and figures covered this week. Students will then complete their final Group Discussion assignment, which will require students to assimilate their reading and viewing to address a given discussion prompt. In this case, students will address why the war ended as it did, along with its short- and long-term impacts. The goal of the assignment



is for students to engage in a common historical practice: use historical events to support a given opinion, present that opinion in written form, and then defend the stance(s) taken in discussion with fellow students. This will not only reinforce course learning thus far, but help students practice critical thinking and argument formulation.

**Reading:** Strachan, *The First World War*, Introduction, Ch. 10

[Woodrow Wilson's 14 Points](#)

["The Treaty of Versailles" \(Particularly Articles 231-244\)](#)

[The Paris Peace Conference and its Consequences](#)

[Colonial Empires After the War, Decolonization](#)

**Videos:** Week 14 YouTube Playlist

**Assignments:** Week 14 Quiz

Week 14 Group Discussion

### **WEEK 15 (4/15 – 4/21): The Great War Research Essay**

In Week 15, students will focus on researching and writing their final Research Essay. The first goal of this assignment is to allow students to explore a topic related to World War I that interests them, but which we did not explore in detail in the main course narrative. The topic is entirely up to the student to choose, thus allowing for a rich diversity in topics and focus explored. The second goal of the assignment is to have students practice historical research, which involves picking a historical topic to explore and then locating primary and secondary sources relevant to that topic. The final goal is for students to use that research to create a work of historical argument, thereby practicing university-level essay writing, formatting, and citation methodology. All told, through this assignment, students will learn more about the “Great War” while practicing important research and composition skills.

**Assignments:** The Great War Research Essay

**EXTRA CREDIT HISTORICAL MEDIA ANALYSIS DUE: Monday, April 22<sup>nd</sup> at 11:59PM ET**

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

**GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.**

**ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.**

**ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)