1. Catalogue Description
   a) HIS 3415
   b) World War I
   c) 3-0-3
   d) S
   e) World War I
   f) A study of the background, course, and consequences of the first world war.
   g) None
   h) Spring 2007

2. Learning Objectives and Evaluation
   a) Student Learning Objectives.
      Students will...
      (1) identify the domestic and international causes of the war.
      (2) identify the significant military, social, and political developments during the war.
      (3) identify the social, economic, and political consequences of the war.
      (4) identify and describe the major features of the postwar settlement and its impact in particular on Eastern Europe and the colonies.
      (5) describe important historiographical debates regarding the causes of the war, its social, economic, and political impact on the belligerents.
      (6) analyze primary source texts and place those texts within a historical context.
      (7) implement accepted methods of historical research to conduct their own research.
   b) Methods of Evaluation
      Student achievement of the stated objectives will be evaluated based on activities such as the following examples:

<table>
<thead>
<tr>
<th></th>
<th>Written Examinations (2) (40%/20% each)</th>
<th>Primary source analyses (25%)</th>
<th>10 page Research paper (25%)</th>
<th>Class participation (10%)</th>
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<tbody>
<tr>
<td>Identify major developments (1-4)</td>
<td>X</td>
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<td>Describe historiographical debates</td>
<td>X</td>
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<td>X</td>
<td>X</td>
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<td>Analyze/contextualize primary texts</td>
<td>X</td>
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<tr>
<td>Implement historical methods/research</td>
<td>X</td>
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3. Outline of the Course

a) The course will be taught in 15 weeks, made up of three 50-minutes class meetings each week.

Weekly schedule

Week 1 Europe and the World in 1914
   a. Industrial empires
   b. The Great Powers, China, and the Ottoman Empire
   c. Cultural pessimism and critiques of “bourgeois decadence”

Week 2 Origins of the War (I)
   a. Growth of tensions among the Great Powers (1)
   b. Growth of tensions among the Great Powers (2)
   c. The Balkans as the “Powder Keg of Europe”

Week 3 Origins of the War (II)
   a. The July Crisis: Diplomacy and Military Planning
   b. The July Crisis: Domestic politics and the war debates
   c. “Spirit of 1914”: War enthusiasm and anti-war sentiment

Week 4 Battles of 1914 (I)
   a. German atrocities in Belgium
   b. The First Battle of the Marne
   c. Race to the Sea

Week 5 Battles of 1914 (II)
   a. Maneuvers on the Eastern Front
   b. Battle of Tannenberg
   c. “Christmas Truce”

Week 6 The Ottoman Empire
   a. Gallipoli
   b. Armenian Genocide
   c. Arab Nationalism and Zionism

Week 7 Africa and the Pacific
   a. Japan and the 21-Demands to China
   b. The African campaigns
   c. Exam 1

Week 8 The Western Front
   a. The Somme and Verdun
   b. Comradeship of the Trenches
   c. Race and empire on the Western Front

Week 9 Total War (I)
   a. “War socialism”: government and wartime mobilization
   b. Labor and the War Effort
   c. War propaganda on the home front

Week 10 Total War (II)
   a. Mobilization of consumption
b. Mobilization of sexuality

c. Popular culture in wartime

Week 11 Eastern Front

a. Combat and colonization in Eastern Europe
b. Russian home front and wartime mobilization
c. March Revolution, 1917

Week 12 The Battle for the air and the seas

a. German submarine warfare
b. US entry into war
c. Battle for the air

Week 13 Breaking the Stalemate

a. Bolsheviks and the Treaty of Brest-Litovsk
b. Germany’s spring offensives and Allied counteroffensive
c. Germany’s revolution

Week 14 Making Peace

a. Wilson’s 14 Points and divergent agendas
b. The Versailles System
c. Minority treaties and the Middle East

Week 15 War to end all wars?

a. Anti-colonialism
b. The Peace of Paris and Eastern Europe
c. Germany and the “Versailles system”

b) N/A

4. Rationale

a) HIS 3415 will fill a demand for a course to complement the already very popular World War II course. The course also reflects current trends in the historical profession, which has become increasingly interested in “First World War studies” over the past decade and a half.
b) HIS 3415 will be open to juniors and seniors. There is no prerequisite for the course.
c) HIS 3415 is not similar to other courses.
d) This course may count toward the 9 upper-division hours in non-US history required of history majors or the 6 upper-division semester hours for history minors.

5. Implementation

a) The course will initially be assigned to Sace Elder.
b) No additional cost is associated with the adoption of this course.
c) Sample textbooks include:
   Erich Maria Remarque, All Quiet on the Western Front (1929)
In addition, selections from the following will be used:
   Rebecca West, The Return of the Solider (1918)
6. Community College Transfer
   No community college course may be judged equivalent.

7. Date Approved by Department of History
   1-30-06

8. Date Approved by College of Arts and Humanities Curriculum Committee
   2-15-06

9a. Date Approved by CAA
   3-2-06