UNIVERSITY COLLEGE of the FRASER VALLEY

COURSE IMPLEMENTATION DATE: September 2004
COURSE REVISED IMPLEMENTATION DATE: September 2007
COURSE TO BE REVIEWED: September 2009
(Four years after implementation date) (MONTH YEAR)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT: **History**

HIST 418	**N/A**	**4**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

The Great War, 1914 -1918
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course examines the origins and course of the Great War and the peace treaties that concluded the conflict. This course offers an opportunity to study the diplomatic, military, economic, and social causes of the war. It also follows the course of the war, both on the Western and Eastern fronts and those fronts opened all around the world on land, sea, and in the air. Most importantly, students will be exposed to the historical debates and a variety of sources used to understand the events. Finally, the Great War will be positioned in a context that emphasizes its crucial role in ending the 19th century and in shaping events that led to and defined an even greater war, World War II. (Seminar)

PREREQUISITES: **Nine credits of lower-level history, which must include one of HIST 209 (formerly HIST 202) or HIST 210 (formerly HIST 111); or nine credits of lower-level history and HIST 315.**

Note: As of September 2008 the prerequisites will change to the following:
HIST 210 (formerly HIST 111), six additional credits of lower-level history, and four credits of 300-level history.

COREQUISITES:

SYNONYMOUS COURSE(S)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: _____ *(Course #)* for further credit.

SERVICE COURSE TO: _____ *(Department/Program)* _____ *(Department/Program)*

TOTAL HOURS PER TERM: **60**
STRUCTURE OF HOURS:

Lectures:	**15**	Hrs
Seminar:	**45**	Hrs
Laboratory:		Hrs
Field Experience:		Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE:
HOURS PER DAY:

MAXIMUM ENROLLMENT: **20**
EXPECTED FREQUENCY OF COURSE OFFERINGS: **Every second year**

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

AUTHORIZATION SIGNATURES:

Course Designer(s): Chris Leach
Chairperson: Raymond Welch *(Curriculum Committee)*
Department Head: Sylvie Murray
Dean: Virginia Cooke
PAC Approval in Principle Date:
PAC Final Approval Date: Oct. 27, 2006

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

1. Identify the form and function of military history as part of the broader study of the past and present.
2. Relate social, political, economic, and technological change to the evolution of warfare as experienced in World War I.
3. Evaluate the impact of war on society.
4. Identify the relationship between militarism and the origins of World War I, and the failure of peace movements
5. Develop analytical and communication skills - particularly in the written form - as applied to historical methodology.

METHODS:

Teaching methods will be used as appropriate for the seminar structure, and will vary between instructors and with each repetition of the course. Some introductory lectures will be organized and presented in order to supplement, explain, and expand on related course materials. Although the lecture style assumes a certain formality, students will be encouraged to ask questions and to offer their thoughts on the content of the lectures in an informal manner.

The bulk of the class time will be dedicated to the seminar format. Seminars will emphasize student-based teaching methods including both informal and formal class discussions, student presentations, small group tasks and cooperative learning exercises. The course texts will provide the focus of these seminars.

Extensive use of audio-visual materials will supplement the seminar format. Audio-visual materials will include maps, various types of still images (paintings, drawings, photographs, etc.), and film/video.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☒ Yes ☐ No

METHODS OF OBTAINING PLAR:

Challenge exam.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Survey text and Document Reader:

Keegan, John. THE FIRST WORLD WAR (2000)

Lyons, Michael. WORLD WAR I (2nd edition, 2000)

Shevin-Coetzee, Marilyn and Frans Coetzee (eds.). WORLD WAR I AND EUROPEAN SOCIETY (1995)

The origins:

Martel, Gordon (ed.). THE ORIGINS OF THE FIRST WORLD WAR (2nd edition, 2003)

Mombauer, Annika. THE ORIGINS OF THE FIRST WORLD WAR (2002)

Wilson, Keith (ed.). DECISIONS FOR WAR (1995)

The fighting:

Drury, Ian. STORMTROOPER (2000)

Griffith, Paddy. BATTLE TACTICS OF THE WESTERN FRONT (1994)

The peace:

Boemeke, Manfred, Gerald Feldman, and Elizabeth Glaser-Schmidt (eds.). THE TREATY OF VERSAILLES; A REASSESSMENT AFTER 75 YEARS (1998)

MacMillan, Margaret. PARIS 1919 (2002)

Nicolson, Harold. PEACEMAKING 1919 (1933)

Reaction and remembrance:

Barbusse, Henri. UNDER FIRE: THE STORY OF A SQUAD (1916)

Brittain, Vera. TESTAMENT OF YOUTH (1933)

Junger, Ernst. STORM OF STEEL (1919)

The meaning:

Fussell, Paul. THE GREAT WAR AND MODERN MEMORY (1975)

Vance, Jonathan F. DEATH SO NOBLE (1997)

SUPPLIES / MATERIALS:

None.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Book analysis 20%

Book analysis 20%

Historiography paper 20%

Presentation and paper 30% (5% and 25%)

Participation. 10%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Part I: Course Introduction and the Origins of the Great War (Weeks 1-3)

Even prior to the end of the war a vigorous debate occurred regarding how Europe became embroiled in such a devastating war. Subsequently, a large and vital historiography about the origins of WWI has emerged and continues to grow.

Part II: The Fighting War (Weeks 4-7)

How did the general staffs of Europe not anticipate the military stalemate that developed in World War I and why did they fail to find solutions to the military problems of fighting and winning? The myths and realities of World War I strategy and tactics will be developed in this section of the course.

The failure of the Schlieffen Plan, the reality of trench warfare on the western front, the character of the eastern front and the non-European theaters, the war at sea, and the role of technology in fighting the war are sample topics.

Part III: The War at Home (Weeks 8-9)

WWI was the first fully industrialized ‘total war’. The social, economic, and political repercussions of fighting such a war demands some investigation.

Part IV: The Peace (Weeks 10-11)

Almost as controversial as the origins of the war, the quality of the peace was argued in 1919 and has since generated a fascinating scholarship. As brutal as the war was, many found the wounds left by the peace were more difficult to endure and were determined to find restitution in future conflict.

Part V: Understanding the War (Weeks 12-13)

A war that lacked clear origins and yet was so monstrous in scale and character made understanding the meaning of the war a crucial part of its reality. Some of the most powerful memoirs and literary responses to the experience of the war were written prior to the end of the war and immediately thereafter. A controversial historiography regarding the social and cultural impact of the war also demands close scrutiny.