CAS/GRS Course Revision Proposal Form

This form is to be used when proposing a revision of an existing CAS or GRS course.

Once completed, this form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu.

For further information or assistance, contact Associate Dean Joseph Bizup (617-353-2409; jbizup@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: History
DATE SUBMITTED: April 19, 2017
CURRENT COURSE NUMBER: CAS HI 336
CURRENT COURSE NAME: History of the World Wars, 1914-1945
CURRENT 40 WORD COURSE DESCRIPTION:
Covers the two world wars, viewed as a single contest for economic, military, and geopolitical dominance. Topics include nationalism, imperial ideologies, propaganda, mass mobilization, genocide, grand strategy, operational history, and convergent construction of "war states" capable of waging total war.

CURRENT CROSS-LISTING DEPARTMENT/PROGRAM, if any:
TO BE OFFERED NEXT: Spring 2018
INSTRUCTOR(S): Cathal Nolan
DEPARTMENT CONTACT NAME AND POSITION: Arianne Chernock, Curriculum Director
DEPARTMENT CONTACT EMAIL AND PHONE: chernock@bu.edu, 3-8315

ITEMS PROPOSED FOR REVISION (check all that apply):

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<thead>
<tr>
<th>Course Number</th>
<th>X 40 Word Description</th>
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<tr>
<td>□</td>
<td>□ Prerequisites</td>
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<tr>
<td>X Title</td>
<td>□ Divisional Studies Credit</td>
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<td>X Short Title</td>
<td>□ Other (Explain)</td>
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<td>□ Credits</td>
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<td>□ Cross-listing</td>
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Notes: The “short title” appears in the course inventory and on student transcripts and must be 15 characters maximum including spaces. The “40 word description” appears in the CAS/GRS Bulletin.

PROPOSED REVISIONS: For each item checked above, provide the current information, then the proposed information, then a brief explanation for the proposed change, including the intended impact of the change.
1. Title
   b. Proposed information: World War I
   c. Explanation & impact: Covering both world wars overlaps this course and HI 537. Also, it is too much material to cover properly in one course. Changing HI 336 to cover only WWI will allow more depth and eliminate duplication for the many students who take both courses, 336 as a lecture course and 537 as a senior seminar.

2. Short title
   a. Current information: War 1914-1945
   b. Proposed information: World War I
   c. Explanation & impact:

3. 40 Word Description
   a. Current information: Covers the two world wars, viewed as a single contest for economic, military, and geopolitical dominance. Topics include nationalism, imperial ideologies, propaganda, mass mobilization, genocide, grand strategy, operational history, and convergent construction of "war states" capable of waging total war.
   
b. Proposed information: Covers the causes, course, and consequences of the Great War. Topics include nationalism, imperial ideologies, propaganda, mass mobilization, genocide, grand strategy, operational history, and convergent construction of "war states" capable of waging total war. Also explores the rich literature of World War I.
   
c. Explanation & impact:

IMPACT ON OTHER DEPARTMENTS/PROGRAMS: Will any of these changes have an impact on students pursuing the degree requirements or expectations of other departments, programs, or schools?
Check one: ☐ Yes  ☑ No

If YES, please identify impacts and attach cognate comment from the appropriate department/ program/ school.

RESOURCE NEEDS: STAFFING, FACILITIES, AND EQUIPMENT: As a result of the proposed changes, will there be any changes in the staffing, special facilities or equipment needs of the course (e.g. laboratory, library, instructional technology, technical resources, etc)?
Check one: ☐ Yes  ☑ No
If YES, explain further and indicate whether currently available staffing, facilities, and equipment are adequate for the proposed course. (NOTE: Approval of proposed revisions does not imply a change in resource commitments on the part of CAS.)

FURTHER INFORMATION THAT MUST BE SUBMITTED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

1. A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the proposed changes (see guidelines on "Writing a Syllabus" on the Center for Teaching & Learning website. Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

2. Cognate comment from chairs or directors of relevant departments and/or programs. Use the form available here. You can consult with Joseph Bizup (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT APPROVAL:

[Signature]
Department Chair

[Date]

Other Department Chair(s) (for cross-listed courses)

[Signature]
[Date]

DEAN'S OFFICE CURRICULUM ADMINISTRATOR USE ONLY

CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved Date: ______________________

☐ Tabled Date: ______________________

☐ Not Approved Date: ______________________

Divisional Studies Credit:

☐ Endorsed

☐ HU

☐ MCS

☐ NS

☐ SS

☐ Not endorsed

Curriculum Committee Chair Signature and Date

Comments:
PROVISIONAL APPROVAL REQUESTED for Semester/Year

__________________________________________________________________________

Dean of Arts & Sciences Signature and Date

Comments:

CAS FACULTY: Faculty Meeting Date _______________ □ Approved □ Not Approved

__________________________________________________________________________

Curriculum Administrator Signature and Date

Comments:
HI 336
The Great War: 1914-1918
Professor: Cathal J. Nolan

The course explores the social, ideological, and military connections of the Great War. Issues engaged range from turn of the century ideas about imperialism and the balance of power to social, economic, and political changes attendant on organization by the major powers to wage the first total war. Operational military history is examined, including tactics, doctrine, and technology, and how and why each major campaign was fought on the several fronts of war. Causes examined include German and other dissatisfaction with the existing international order, competitive and militant nationalism, conflicting imperial ideologies and ambitions, and the strong solvent of nationalism on unresolved territorial issues.

Administrative Information

Office hours: Tuesdays & Thursdays 2:00-3:00 pm. Thursday 11:00-12:00 in B-13, 725 Commonwealth Avenue. Phone: (617) 353-1165 e-mail: cnolan@bu.edu Email is best method of contact.

Course materials are available on the Blackboard Learn page, where I have uploaded several dozen historical maps specific to the course. You can download, print out, and bring these to class. Study the maps. For your information, also uploaded are videos, music, and photographs.

Required Readings:

The course moves broadly chronologically. Keep ahead (not just even) with readings. Lectures will be enriched if you do readings in advance. I will call upon you from time-to-time, so be prepared. Work out for yourself how lectures match up to readings (rough guide below) and to weekly topics. All books are available at Barnes & Noble at BU. Feel free to order direct from Amazon, use Kindle or e-book version.

Adrian Gregory A War of Peoples, 1914-1919. (OUP Kindle edition)
Keith Jeffery 1916 - A Global History

Grading:

* Book review: 20% Date: (4-5 pages maximum): February 23, in class
* Research paper 40% Date: (12 pages minimum-15 pages maximum): April 13th
* Final exam 30% Date: TBA by the University. I do not set the date.
* Participation 10% Includes mandatory attendance at one guest lecture

You lose a full letter grade for poor attendance and FAIL if attendance falls below a minimum threshold. You are also expected to join in active discussions and/or answer Qs about readings when asked.

Plagiarism: Consult the Dept of History Writing Guide: http://www.bu.edu/history/writing_guide.html and see https://www.bu.edu/academics/cas/policies/academic-conduct/

Readings and Discussions

Weeks 1: The Great Crisis

Why did the "long peace" of the 19th century come to a catastrophic end in 1914? Postwar historians generally concentrated on the immediate prewar diplomatic crisis in Europe, or perceived flaws in the "balance of power" states system, or supposedly inherently aggressive political and social systems that made certain states more bellicose than others. Thereafter, close investigation of World War I was mostly swept away by pressures for research into the causes and course of the still greater catastrophe of World War II, and yet again by investigation of the origins of the Cold War. More recently, historians interested in
"war and society" returned to examination of protracted social, intellectual, cultural, and imperial crises they believe underlay the Great War and the even deeper crisis of the first half of the 20th century.

Nolan, Allure of Battle Chapters 9

**Week 2: Opening Moves**

"Ausflug nach Paris" "Au Berlin" "Victory by Christmas!" Such were the illusions, eagerness and excitement with which Old Europe plunged itself and the whole world into the greatest war humanity ever suffered through, until Europe started another world war 25 years later. In the first two weeks of August 1914, millions of men entrained for the front.

Nolan, Allure of Battle Chapters 10 and 11
Gregory A War of Peoples, Chapter 1 Escalation

**Weeks 3 & 4: First Trenches and Shifting War Aims**

Mass death amidst barbed wire, bayonets, grenades, artillery barrages, machine gun nests, shell-holes, and trench battle life in muddy trenches that stretched 475 miles in the west and over 800 miles along the eastern front (and more, in the rocky Alps from 1915). What changes did stalemate bring to mass military culture and fighting doctrine, political and social organization of the home front? What caused the unexpected operational calamity and ever-deepening strategic frustration of trench warfare? Were war planners and generals "stupid" and incapable of learning? Were deeper factors at work?

Nolan, Allure of Battle Chapter 12
Gregory A War of Peoples, Chapter 2 Attrition

**Weeks 5 & 6 & 7: Turning points and global impact**

Trench fighting continues into 1916, the great killing year of the war. We pause to look in detail at each of 12 key events from across the world that signify the global impact of the Great War: Gallipoli, Verdun, the Isonzo battles, the Easter Rising in Dublin, the naval battle at Jutland, the Brusilov offensive, the revolt in Russia’s central Asian provinces, the capture of the administrative centre of German East Africa, Morogoro, the Somme, the Allied occupation of Athens, Woodrow Wilson’s election victory and the murder of Grigorii Rasputin.

Keith Jeffery 1916 - A Global History
Gregory A War of Peoples, Chapter 3 Exhaustion

**Weeks 9 & 10 Revolution and War**

Revolution began in Russia in 1917 but later spread to multiple participants. What was the relation between war and revolution? How did Russian withdrawal and collapse into civil war affect the Western Front? What lessons were drawn about war in the east by the Germans?

Gregory A War of Peoples, Chapter 4 Revolutionary War

**Weeks 11 & 12 Winning and Losing the War**

How did Germany try to win the war in 1917-1918? Why did it succeed in the east but fail in the west, the opposite of the German experience from 1939-1944? How did the Allies win the war in 1918? Did all militaries draw the same conclusions from trench warfare? What role did national military cultures play in forging divergent views of operational and strategic "lessons"? What conclusions were drawn about social, economic, and moral mobilization of civilians for mass industrial war?

Gregory A War of Peoples, Chapter 3 Exhaustion
Week 13: Losing the Peace

Why did Western diplomats fail to translate military victory over Germany into a lasting diplomatic settlement? What did the Great War change? Did it resolve anything or only set the stage for a larger world war from 1939-1945? What were the major consequences of so much violence?

Nolan, Allure of Battle Chapter 13 (pp.420-441), and Conclusion
Gregory A War of Peoples, Chapter 5 Armistice