

**THE EDUCATION UNIVERSITY OF HONG KONG**  
**Course Outline**

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**Part I**

<b>Programme Title</b>	: Bachelor of Education (Honours) (History)
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: World War and World Peace
<b>Course Code</b>	: HIS3012
<b>Department</b>	: Department of Literature and Cultural Studies (LCS)
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 3

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**Part II**

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

Around 1900, Europe and its nation-states and empires were the dominant forces worldwide. Competition led to the First World War which will be discussed both with a focus on its European main theatre and in relation to its worldwide consequences, especially in East Asia. After the war the Treaty of Versailles stipulated a profound reordering of Europe and the creation of the League of Nations, a first institution for international cooperation. Whereas the influence of the United States was on the rise, the “global moment” of 1919 also witnessed an increasing contestation of imperial power by colonial populations. The interwar period saw the emergence of totalitarian regimes, such as Communism, Fascism and Nazism. The world economic crisis entailed the experimentation with new social and economic policies in both democratic and authoritarian regimes. The Second World War, triggered by Japanese and German expansionism, will be discussed with an emphasis on both the European and Asian developments. The “global moment” of 1945 substantially affected the worldwide distribution of power eventually leading to the Cold War.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Analyse political, economic, social and cultural transformation processes during the first half of the twentieth century;
- CILO<sub>2</sub> Demonstrate an understanding of the causes, progression and consequences of the First World War;
- CILO<sub>3</sub> Demonstrate an understanding of the causes, progression and consequences of the Second World War;
- CILO<sub>4</sub> Demonstrate an understanding of major political regimes and ideologies, including Communism, Fascism, Nazism and antisemitism;
- CILO<sub>5</sub> Examine forms of international cooperation and global connectivity during the first half of the twentieth century;
- CILO<sub>6</sub> Analyse early twentieth-century primary sources from different geographic contexts.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
● The world around 1900 and the way into the First World War	CILO <sub>1,2,4,5,6</sub>	Lecture, reading, classroom discussion, analysis of historical documents
● The First World War	CILO <sub>1,2,4,5,6</sub>	Lecture, reading, classroom discussion, analysis of historical documents, group presentations
● The postwar order and the League of Nations	CILO <sub>1,2,3,4,5,6</sub>	Lecture, reading, classroom discussion, analysis of historical documents, group

		presentations
● Economic crisis and the rise of totalitarianism	<i>CILO</i> <sub>1,2,3,4,5,6</sub>	Lecture, reading, classroom discussion, analysis of historical documents, group presentations
● The Second World War	<i>CILO</i> <sub>1,3,4,5,6</sub> ( <i>etc.</i> )	Lecture, reading, classroom discussion, analysis of historical documents, group presentations

#### 4. Assessment

Assessment Tasks	Weighting	CILOs
(a) Online Forum: Students have to participate in an online forum on a regular basis.	10%	<i>CILO</i> <sub>1,2,3,4</sub>
(b) Two Reading Response Papers (450 words each): Students have to submit two response papers on assigned readings.	40%	<i>CILO</i> <sub>1,2,3,4,5</sub>
(c) Research Paper (1,500 words): A research paper centered around one aspect of the period between 1900 and 1950.	50%	<i>CILO</i> <sub>1,2,3,4,5,6</sub>

#### 5. Required Text(s)

To be determined by the instructor

#### 6. Recommended Readings

Buruma, I. (2013). *Year Zero: A History of 1945*. London: Atlantic Books.

Clark, Chr.M. (2012). *The Sleepwalkers: How Europe Went to War in 1914*. London: Allen Lane.

Dickinson, Fr.R. (1999). *War and National Reinvention: Japan in the Great War, 1914-1919*. Cambridge: Harvard University Asia Center.

Duus, P., Myers, R.H., Peattie, M.R. (Eds.), *The Japanese Wartime Empire, 1931-1945*. Princeton: Princeton University Press.

Gerwarth, R. (2016). *The Vanquished: Why the First World War Failed to End, 1917-1923*. London: Allen Lane.

Friedländer, S. (1997). *Nazi Germany and the Jews. Volume 1: The Years of Persecution*. New York: HarperCollins.

- Friedländer, S. (2008). *Nazi Germany and the Jews. Volume 2: The Years of Extermination*, New York: Harper Perennial.
- Fujitani, T. (2011). *Race for Empire: Koreans as Japanese and Japanese as Americans during World War II*, Berkeley: University of California Press.
- Jarausch, K.H. (2015). *Out of Ashes: A New History of Europe in the Twentieth Century*. Princeton: Princeton University Press.
- Kershaw, I. (2000). *Hitler, 1889-1936: Hubris*, New York: Norton.
- Kershaw, I. (2000). *Hitler, 1936-1945: Nemesis*, New York: Norton.
- Manela, E. (2007). *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism*. Oxford: Oxford University Press.
- Mazower, M. (2007). *Dark Continent: Europe's Twentieth Century*, New York: Vintage Books.
- Mazower, M. (2008). *Hitler's Empire: How the Nazis Ruled Europe*. New York: Penguin Press.
- Patel, K.K. (2016). *The New Deal: A Global History*. Princeton: Princeton University Press.
- Steiner, Z. (2011). *The Lights That Failed: European International History, 1919-1933*. Oxford: Oxford University Press.
- Steiner, Z. (2011). *The Triumph of the Dark: European International History, 1933-1939*, Oxford: Oxford University Press.
- Tooze, A. (2014). *The Deluge: The Great War and the Remaking of Global Order, 1916-1931*. London: Allen Lane.
- Winter, J. (Ed.) (2014). *The Cambridge History of the First World War*, Cambridge: Cambridge University Press.
- Xu, G. (2016). *Asia and the Great War: A Shared History*. Oxford: Oxford University Press.

## 7. Related Web Resources

International Encyclopedia of the First World War:

<https://encyclopedia.1914-1918-online.net/home/>

Europeana 1914-1918:

<https://www.europeana.eu/portal/en/collections/world-war-i>

Global War 1914-1918:

<http://www.globalerkrieg14-18.de/>

End of Empire in Asia:

<http://www.endofempire.asia/>

League of Nations Photo Archive:

<http://www.indiana.edu/~league/>

Imperial War Museum (UK):

<https://www.iwm.org.uk/history/first-world-war>

## **8. Related Journals**

*First World War Studies*

*Fascism: Journal of Comparative Fascist Studies**International History Review*

*Journal of Modern History*

*Journal of Modern European History*

*Journal of Global History*

## **9. Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>).

Students should familiarize themselves with the Policy.

## **10. Others**

Nil

6 October 2023