

World War One: The Fall of Empires

Section A: Headline Information	
Module title	World War One: The Fall of Empires
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Dr Thomas Mc Grath
Parent programme(s)	BA (Honours) in English and History
Stage of parent programme	3
Semester (semester1/semester2 if applicable)	1
Module credit units(FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, seminars, web facilitated learning
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 2 of the programme is required.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators must have a minimum Level 9 qualification in History.
Maximum number of learners per module	35
Duration of the module	1 semester
Average (over the duration of the module) of the contact hours per week (see * below)	2
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall with IT resources and WIFI
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:15						101: Self directed reading and study 51 Assessment preparation and writing 50			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module offers learners the opportunity to build on, and deepen their knowledge gained at Stage 2 of a critical period of modern European history. The 1914-1918 War was the first of the two greatest wars in human history. Seventy-one million soldiers were mobilized and almost ten million of them were killed. This course examines the course and impact of the war on the contending countries and how it led to the collapse of four major powers: Romanov Russia, Hohenzollern Germany, Habsburg Austria-Hungary and the Ottoman empire. The module considers the political, military, and social factors which led to regime change: the quality of political and military leadership, conduct of the war and morale of the armies, the stresses and strains of war on the home populations. The reasons for military failure are analyzed and how as a result of defeat these states faced revolutionary turmoil and uncertain futures into the early 1920s.
Module Aims and Objectives	This module aims to give learners an understanding of the course of World War One and the reasons for the downfall of four empires. It seeks to explain the political, military and social circumstances which led to defeat and revolutionary aftermath.

Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an advanced knowledge of World War One and its key events and revolutionary aftermath (MIPLO 1, 2, 5). 2. Explain the political, military and social reasons for the defeat of four great powers (MIPLO 1, 2, 5). 3. Participate fully in class discussion and debate and be able to critique primary sources and the historiography of the period (MIPLO 3, 4, 5, 7, 8).
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<p>The contending powers at the outset of the war</p> <p>Germany fails to knock out France</p> <p>In Flanders fields – Verdun and the Somme in 1916</p> <p>The war on the eastern front</p> <p>Austria-Hungary and the Italian campaign</p> <p>Gallipoli, the Ottoman empire and the Armenian genocide</p> <p>The fall of the Romanov empire and the Russian Revolution</p> <p>German victory in the east: The Treaty of Brest Litovsk</p> <p>Reasons for the defeat of the Central Powers in 1918</p> <p>The fall of the Hohenzollern and Habsburg empires and their aftermath</p> <p>The dissolution of the Ottoman empire and its consequences for the Middle East</p> <p>The price of defeat – the Treaty of Versailles – an unsuccessful peace.</p>
Module Teaching and Learning Strategy	<p>Formal lectures, using PowerPoint slides, supplemented by online digital resources to reinforce learning. The Lecturer will invite discussion and questions and answers in dialogue with the class.</p> <p>The learning strategy will include in-class consideration of extracts from primary source materials: war-time documents, memoirs and diaries and the extensive visual and film record of the war.</p>
Work-Based Learning and Practice-Placement	<p>N/A</p>
E-Learning	<p>Moodle used for teaching resources and for learners to upload and share relevant material.</p>

	Learners are encouraged to access and use the wealth of information and resources available on the internet from respected sites dealing with World War One.
Specifications for Module Staffing Requirements	Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.
Module Summative and Formative Assessment Strategy	Summative: Continuous Assessment: Two essays of 1,500 words, each worth 50%
Sample Assessment Materials	Sample essays Essay: What were the key reasons for the loss of the war by the Central Powers? Essay: How just were the Paris Peace Treaties to the defeated states?
Reading Lists and Other Information Resources	Essential Reading: Chichering, Roger, <i>Imperial Germany and the Great War, 1914-1918</i> , 2 nd ed., (Cambridge; Cambridge University Press, 2011) Figs, Orlando, <i>A people's tragedy: The Russian revolution</i> (London: Bodley Head, 2017) Horne, John (ed), <i>A companion to World War I</i> (Chichester: Wiley-Blackwell, 2012) McMeekin, Sean, <i>The Ottoman endgame: War, revolution and the making of the modern Middle East, 1908-1923</i> (London: Penguin, 2016) Morrow, John H. Jr., <i>The Great War: An imperial history</i> (London: Routledge, 2004) Read, Christopher, <i>War and revolution in Russia, 1914-22: The collapse of Tsarism and the establishment of Soviet power</i> (London, Springer, 2012) Service, Robert, <i>The last of the Tsars: Nicholas II and the Russian Revolution</i> (London: Macmillan, 2017) Rogan, Eugene, <i>The fall of the Ottomans: The Great War in the Middle East, 1914-1920</i> (London: Penguin, 2016) Stevenson, David, <i>1914 1918, The history of the First World War</i> (London: Penguin, 2005); <i>With our backs to the Wall: Victory and defeat in 1918</i> (London: Allen Lane, 2011) Watson, Alexander, <i>Ring of steel: Germany and Austria-Hungary at war, 1914-1918</i> (London: Basic Books, 2017); <i>Enduring the Great War: Combat, morale and collapse in the German and British armies, 1914-1918</i> (Cambridge, Cambridge University Press, 2009) Other Reading:

	<p>Ferguson, Niall. <i>The pity of war</i> (London, Penguin, 1998); <i>The war of the world</i> (London, Penguin, 2006)</p> <p>Keegan, John, <i>The first World War</i> (London: Hutchinson, 1998)</p> <p>Gerwarth, Robert, <i>The vanquished: Why the First World War failed to end, 1917-1923</i> (London: Penguin, 2017)</p> <p>Healy, Maureen, <i>Vienna and the fall of the Habsburg empire: Total war and everyday life in World War 1</i> (Cambridge: Cambridge University Press, 2007)</p> <p>Macmillan, Margaret, <i>Peacemakers: The Paris Conference of 1919 and its attempt to end war</i> (London: John Murray, 2001)</p> <p>Service, Robert, <i>Lenin: A biography</i> (London: Pan, 2010); <i>Trotsky: A biography</i> (London; Pan, 2010); <i>Stalin: A biography</i> (London: Pan, 2010)</p> <p>Stone, Norman, <i>The Eastern front, 1914-1917</i> (London: Penguin, 1998)</p> <p>Websites</p> <p>The Imperial War Museum in London (www.iwm.org.uk) is representative of many museums which have dedicated World War One websites. See also private sites such as</p> <p>www.worldwar1.com</p> <p>www.grande-guerre-1418.com</p> <p>www.firstworldwar.com</p> <p>Essential Viewing:</p> <p><i>The Battle of the Somme</i> (filmed by Geoffrey Malins and John Mc Dowell, Britain, 1916)</p> <p><i>Bei unseren Helden an der Somme</i> (Germany, 1917)</p> <p><i>J'Accuse!</i> (France, director Abel Gance, 1919)</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall, PowerPoint, DVD and internet access.</p>