

	<p><b>School of Arts &amp; Science</b>  <b>HUMANITIES DEPARTMENT</b></p> <p><b>HIST 106-02</b>  <b>World History: 1900-1945</b>  <b>2007F</b></p>
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## COURSE OUTLINE

### 1. Instructor Information

(a)	<b>Instructor:</b>	Chris Morier		
(b)	<b>Office Hours:</b>	Tuesdays and Thursdays, 10 a.m. – 12 p.m.; or by appointment		
(c)	<b>Location:</b>	Young 320		
(d)	<b>Phone:</b>	370-3390	<b>Alternative Phone:</b>	
(e)	<b>Email:</b>	morierc@uvic.ca		
(f)	<b>Website:</b>	<a href="http://www.camosun.bc.ca/schools/artsci/humanities/index.php">http://www.camosun.bc.ca/schools/artsci/humanities/index.php</a>		

### 2. Intended Learning Outcomes

Through reading textbooks and primary source materials, hearing faculty lectures, participating in seminars, writing papers, making presentations, and performing tests, students will:

1. Gain an international perspective on critical events, themes, and issues of this period, including modernization, westernization, war, revolution and counter-revolution, economic development and barriers to it, economic systems such as capitalism and socialism, ideologies and ideological conflict, national culture and the impact on it of global culture and economics, colonization and decolonization, technological change and its impact on society, and the human impact on the world environment.
2. Reassess and challenge Western perspectives on critical events and issues of this period.
3. Compare, contrast and integrate Western and non-Western outlooks and perspectives on critical events and issues of this period, such as those mentioned above.

By the end of the course, through exposure to the above materials and ideas, the student should be able to:

1. Think critically about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present and making judgements about the strength of their arguments.
2. Appreciate history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines.
3. Use history to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
4. Have increased skills in research, writing and written and oral communication.

### 3. Required Materials

(a)	Texts	<p>William J. Duiker and Bessma Momani, <i>Twentieth Century World History: A Canadian Perspective</i> (2007)</p> <p>History 106 Reading Package, 2006 edition</p>
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(b)	Other	Camosun College, Department of Humanities, History Style Guide. This document provides valuable tips for essay preparation, and is available at: <a href="http://www.camosun.bc.ca/schools/artsci/humanities/index.php">http://www.camosun.bc.ca/schools/artsci/humanities/index.php</a> . Scroll down to the link from there. Alternatively, you can consult the University of Victoria, Department of History Style Guide. This is available at <a href="http://www.uvic.ca/history">http://www.uvic.ca/history</a> . Click on the "On-Campus Resources" link and download or print the style guide from there.
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#### 4. Course Content and Schedule

Classes will consist of lectures and seminars. The entire class will meet in Fisher 216 on Wednesdays, from 11:30 a.m. to 1:20 p.m. for lectures. On Fridays, Group A will meet from 11:30 a.m. to 12:20 p.m.; Group B will meet from 12:30 p.m. to 1:20 p.m. for seminars, which will also be in Fisher 216. Basically, seminars are discussion groups. Students will be required to read History articles and come to class prepared to discuss those articles with their peers.

This course is a 3-credit course. Your final grade will be a letter grade.

History 106 will feature 2 hours of lectures per week, and 1 hour of seminar per week. The course continues for 14 weeks. Estimated out-of-class preparation time is 5 hours per week.

#### 5. Basis of Student Assessment (Weighting)

As with most other History courses, all course assignments are compulsory. All of the assignments are discussed in more detail below. Here is how they will be weighted:

- Research Paper Proposal – 5%
- Mid-Term Exam – 25%
- Seminar Participation – 20%
- Research Paper – 25%
- Final Exam – 25%

#### 6. Grading System

##### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

##### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at

**camosun.ca** for information on conversion to final grades, and for additional information on student record and transcript notations.

<b>Temporary Grade</b>	<b>Description</b>
<b>I</b>	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.)
<b>CW</b>	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

### Research Paper Proposal

This assignment is worth 5% of your final grade and is **due on Wednesday, 24 October**. It must be handed to me in class. If late, it will be penalized at a rate of 10% per day overdue.

Posted on my office door is a list of possible research paper topics. You will sign up for one of these topics (or discuss an alternative topic with me) and write a paper on it. But first, you will submit a paper proposal, in which you will provide some possible lines of enquiry for your paper. Your proposal will also include a preliminary bibliography for your essay.

The proposal will be approximately 500 words. In three or four paragraphs, you will identify the topic that you have decided to research, and you will discuss some of your options. Based on your early investigation, what issues or arguments might your essay address? Are there competing or controversial interpretations of the topic? Have historians' views of the topic changed or evolved over time?

Your proposal will also include references to three secondary sources (books and/or articles) that you will consult in preparing your essay. These three sources will not include websites, the course textbook, or any of the articles in the Course Reading Package. In the end, your paper will employ at least five secondary sources. Your proposal therefore reports on a work-in-progress.

The purpose of this assignment is to initiate the preparation of your research paper - to encourage you to commit to a topic, to do some preliminary research, and to present some possible directions that your essay might take. In the end, your research paper may or may not pursue the options presented or outlined in your proposal – after all, your own thinking on the topic will evolve as you uncover new sources and arguments. We will discuss this assignment further in class as its due date gets closer.

### **Mid-term Exam**

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There will be a two-hour in-class midterm exam on **Wednesday, 17 October**. The exam is worth 25% of your final grade, and it is closed-book. The exam will consist of short-answer and essay-type questions. We will discuss the exam in more detail in class as the big day gets closer.

### **Seminar Participation**

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Your seminar group will meet fourteen times over the fall term. Participation marks are worth 20% of your final grade. Marks will be posted on my office door on Friday, 07 December (after the last class and seminar).

Seminars are a crucial element of this course. The study of History requires an appreciation of differing points of view and varying interpretations of evidence. It also requires the ability to critically analyze another person's theories or arguments. The seminars are where these skills are practiced.

As you're reading each article, it may help to consider certain important points. *What are the main arguments of each article? What types of evidence are used to support these arguments? Do you find the arguments convincing? Are there any important questions left unanswered by the article?* It may also be helpful to consider the author of each selection. *Who does the author represent and to whom is s/he talking? Why does s/he approach the topic in a particular way? Does the author use a specific methodology or theoretical perspective (feminist, socialist, etc.)? When was the article written, and does its timing affect its conclusions?*

**Students who miss more than three seminars will forfeit their entire participation mark.** Your mark will be based upon the frequency of your participation in discussions, and the quality of your contribution. To participate well means demonstrating that you have read the assigned articles carefully; that you have identified the salient points of the articles; and that you are prepared to discuss your ideas in a small-group setting.

**Lively and rewarding seminars require the contribution and participation of all group members.** Keep in mind, though: while spirited debate will be encouraged, any form of disrespect for your classmates will not be tolerated. A strategy that may work for your group is to appoint a "chair" or "leader" in advance of each meeting (make sure that everyone gets two or three chances!). The chair will be responsible for preparing questions for the group to discuss, and will moderate the discussion. The chair will also ensure that every group member has opportunities to contribute to the proceedings. Another option is for each student to bring to the seminar a couple of questions that have arisen from their reading of the articles.

My role in the seminars is mostly as an observer. I will listen in on groups, make notes on students' participation, and occasionally interject with a comment or question if the discussion needs a boost. Feel free to ask me a question if your group is stuck on something. I encourage you to make the most of these seminars – they're much more interactive and inclusive than lectures, and the participation grade is a substantial portion of your final mark.

### Research Paper

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This assignment is worth 25% of your final grade, and is **due on Wednesday, 21 November**. It must be handed to me in class. If late, it will be penalized at a rate of 5% per day overdue.

You must sign up for an essay topic, or consult with me on a topic of your own choosing. As library resources are limited, a maximum of two people may sign up for each topic.

This research essay will be between 1500-2000 words in length. Your paper must be double-spaced, on one side of the page only, and should have a cover page with a title and your student identification. Bibliographies should be placed on a separate page at the end of the essay. Make a photocopy of your essay for yourself, and keep all of your research notes, rough drafts, and essay outlines – I may ask to see this stuff.

An essay is a short literary composition having an analytical, interpretive, and critical purpose. A good essay is a coherent expression of ideas on a single theme, and it is organized carefully in sentences and paragraphs. Marks will be deducted for poor organization, ungrammatical writing, and for frequent spelling errors. To ensure correct spelling and syntax, do not rely on word-processing spell checkers or grammar checkers.

In developing your arguments, you will necessarily be depending on and sometimes borrowing evidence and ideas from others. When you quote directly the words of another author, you must put those words between quotation marks (“...”) and cite the exact source of the quotation in a footnote or endnote. Try not to use too many direct quotations. Quote another author only when his or her words are essential, in order to convey his or her exact meaning. If you paraphrase another author, or borrow an idea or conclusion, you must also acknowledge your debt in a footnote or endnote. It is also a good idea to use a footnote if you cite statistics or other evidence that is not common knowledge.

Besides your textbook and any relevant articles in the Course Reading Package, you must consult at least five secondary sources (books and/or articles) in preparing your paper. Legitimate Internet sources are fine, but only in addition to the five books/articles. You cannot avoid the library in this assignment! Between Camosun, UVic, and the Victoria Public Library, you should have no trouble finding sources. Please come and speak with me if you're having any difficulties.

An effective essay is much more than a summary of the evidence and interpretations of other authors. You must write in your own words, and develop your own answer to the question chosen. Your answer may agree with the interpretation of another author; if so, you must still say what evidence persuaded you that their interpretation or conclusion was accurate. A good essay will recognize that different historians may have applied different methods or alternative sources. There may even be multiple answers to the question that you are addressing. If so, a good essay will acknowledge these variations.

Essays must contain footnotes or endnotes. You may **not** use the social science format for citations (i.e. parenthetical references to authors in the text of the essay). The format of footnotes must be consistent. Essays must also include a Bibliography listing all sources used in preparing the essay. For footnote/endnote and bibliographic format, refer to the University of

Victoria, History Department Style Guide, which you have, right? (See p. 2 of this course outline)

**AN IMPORTANT NOTE ABOUT PLAGIARISM:** This disclaimer applies to all written work that you will submit in History 106. As stated above, you must give proper credit to borrowed ideas or quotations that you use in your essay. To falsely claim authorship of someone else's ideas or words is called plagiarism. Plagiarism is a type of theft, and in this course it will result, at the very least, in a mark of zero for the assignment. Similar penalties will be applied to any student who buys, borrows, or re-submits a previously-completed History paper. The 'Net has also become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind that Internet sources must appear in papers' Bibliographies as well. I reserve the right to check any assignment with plagiarism detection devices including electronic search engines designed for this purpose. Please consult with me if you are unsure about proper documentation of your sources. See the Camosun College 2007-2008 Calendar (pp. 36-40) for full policies and penalties in regard to plagiarism, cheating, and other unacceptable student conduct.

**LATE POLICIES AND SUBMITTING YOUR ASSIGNMENTS:** Assignment due dates are firm, and assignments must be submitted to me in class on their due dates (otherwise they are considered late). No extensions will be considered except in cases of documented medical, psychological, or family emergency. If your paper is late because of illness or emergency, the penalty will be waived, but you must submit a note from a health practitioner. Computer/printer/disc problems will not be accepted as a valid excuse for a late essay. No assignment will be accepted after the final class on Friday, 07 December. Please do not hesitate to see me if you're having any problems with the assignments.

### Final Exam

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There will be a two-hour final exam in December (the final exam period runs from December 10<sup>th</sup> to the 18<sup>th</sup>). I have no control over when the exam will take place, **so do not book flights home or plan Christmas holidays until you have your exam date!** The exam is worth 25% of your final grade, and it is closed-book. Similar to the mid-term exam, the final exam will consist of short-answer and essay-type questions.

### Lecture and Seminar Schedule

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This schedule is subject to minor changes. We may fall behind slightly or find ourselves ahead of schedule at times. We may choose to wander down some uncharted paths. Students are encouraged to ask questions and offer opinions throughout.

Wednesday, 05 September	Introduction: Welcome to History 106! Lecture 1: Introduction to the Twentieth-Century
Friday, 07 September	Seminar: Breaking the Ice (No Assigned Readings)

*Text: Chapter One*

Wednesday, 12 September	Lecture 2: Empires and Empire Builders Lecture 3: Russia in the Early-20 <sup>th</sup> Century
Friday, 14 September	Seminar: Readings, Topic One
Wednesday, 19 September	Lecture 4: Japan in the Early-20 <sup>th</sup> Century Lecture 5: The Rise of Industrialization
Friday, 21 September	Seminar: Readings, Topic Two

*Text: Chapter Two*

Wednesday, 26 September	Lecture 6: Colonization: East and West Lecture 7: Latin America in the Early-20 <sup>th</sup> Century
Friday, 28 September	Seminar: Readings, Topic Three
Wednesday, 03 October	Lecture 8: China in the Early-20 <sup>th</sup> Century Lecture 9: Prelude to World War One
Friday, 05 October	Seminar: Readings, Topic Four
<i>Text: Chapter Three</i>	
Wednesday, 10 October	Lecture 10: World War One Lecture 11: Failed Peace
Friday, 12 October	Seminar: Readings, Topic Six
Wednesday, 17 October	<b>**Midterm Exam**</b>
Friday, 19 October	Seminar: History 106 and the Upcoming Essay
Wednesday, 24 October	Lecture 12: Asia, Africa, and India in the Early-20 <sup>th</sup> Century Lecture 13: Mandates and the Middle East
Friday, 26 October	<b>**Research Paper Proposal Due Today In Class **</b> Seminar: Readings, Topic Nine
<i>Text: Chapter Four</i>	
Wednesday, 31 October	Lecture 14: The Russian Revolution Lecture 15: The Myth of the “Roaring Twenties”
Friday, 02 November	Seminar: Readings, Topic Five
Wednesday, 07 November	Lecture 16: Inter-War Readjustments Lecture 17: Civil War in China
Friday, 09 November	Seminar: Readings, Topic Seven
<i>Text: Chapter Five</i>	
Wednesday, 14 November	Lecture 18: The Depression of the 1930s Lecture 19: Responses to the 1930s: The West / Latin America
Friday, 16 November	Seminar: Readings, Topic Eight (Wolfe, Gabler excerpts only)
Wednesday, 21 November	Lecture 20: Responses to the 1930s: Japan / Soviet Union Lecture 21: Fascism and Nazism
Friday, 23 November	<b>**Research Paper Due Today In Class**</b> Seminar: Readings, Topic Ten
<i>Text: Chapter Six</i>	
Wednesday, 28 November	Lecture 22: Prelude to World War Two Lecture 23: World War Two
Friday, 30 November	Seminar: Readings, Topic Eleven
Wednesday, 05 December	Lecture 24: The Last (?) World War, 1939-1945 Lecture 25: The Superpower Standoff
Friday, 07 December	Seminar: Readings, Topic Twelve

## Essay Topics

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A maximum of two people may sign up for each topic - the sign-up sheet is posted on my office door.

1. What made European imperial control of colonized areas and people possible at the beginning of the 20<sup>th</sup> century?
2. What aspects of European imperial control of colonized areas and people changed in the years from 1918 to 1945?
3. Assess the strengths and shortcomings of any major politician or public figure in the events leading to the outbreak of World War One or Two.
4. What were the major themes of socialism (or liberalism or anarchism) in the opening years of the 20<sup>th</sup> century? What were the major sources of its popular appeal? Its weaknesses? Discuss with reference to one or two major events.
5. What were the major themes of socialism (or liberalism or anarchism) in the years before 1945? (Pick one decade) What were the major sources of its popular appeal? Its weaknesses? Discuss with reference to one or two major events.
6. Evaluate the significance and success (or failure) of the Third International (Comintern) in one country of the world.
7. Assess the significance of the student movement in one country during the years before 1945. What was the nature of universities, either in a developed country or in a developing one?
8. Discuss some aspect of film in one or two countries in the years before 1945. (Interwar Germany, the USSR, or the USA all produced significant films.) You could assess the state of the industry, pioneering film directors and their methods, content and themes, etc. Alternatively, look at some aspect of theatre in the years from 1900 to 1945.
9. Assess the cause of the emergence of fascism in one country, or compare two countries on this subject.
10. Why was there such determined resistance to female suffrage prior to World War One? Where were women successful in getting the vote, and why?
11. Discuss the responses of the German churches to the challenge of Nazism.
12. Were the rights and status of women higher in Nazi Germany or in the Soviet Union during the 1930s and 1940s?
13. How did nationalism in China change from 1900 to 1945?
14. Assess the strengths and weaknesses of a male or female political leader in the period before 1945. Some examples: Rosa Luxemburg, Emmeline Pankhurst (or any of her daughters), Emma Goldman, Inessa Armand, Nadezhda Krupskaya (Lenin's wife), Sarojini Naidu, an Indian poet and nationalist, or Hudu Shaarawi, and Egyptian feminist and nationalist.
15. Discuss the artistic and social significance of a major female or male artist or writer in the years before 1945. Some examples: Isadora Duncan, Gertrude Stein, Josephine Baker, Tina Modotti, Frida Kahlo. Indicate how this artist fits into the social and cultural context of the time.
16. Compare and contrast how American, Canadian, and Central (or South) American (eg. Peru) immigration policies applied to the Chinese or Japanese between the 1880s and the 1940s. What effects did they have on the relations of each country to China or Japan?
17. Assess the contribution and significance of one non-European national leader in the period before 1945. Examples include Kemal Ataturk, Mohandas Ghandi, Emiliano Zapata and Sun Yat-sen. How did they balance the need to be Western and nationalist?
18. Assess the contribution and significance of one scientist in the period before 1945.
19. Assess the social significance of one scientific (or technological) development in the years up to 1945.
20. Account for the emergence of Japan as an economic and military power in the pre-WW2 years, or examine the role of one social, political, or technological element in that success.



21. Discuss and evaluate the significance of changes in sex roles (and/or sexuality) in the years from 1900 to 1945.
22. How did the status and nature of childhood change in the first half of the 20<sup>th</sup> century? Choose one country.
23. Assess the state of the international drug trade in the era before 1945, the changing public attitudes towards drugs and/or the changing laws relating to drug use and trade. You might wish to compare two different countries (eg. One Western, one non-Western).
24. Assess the significance, the accomplishments and/or failures of the peace (anti-war) movement in any period before 1945.
25. Evaluate an artistic movement in the pre-WW2 era; this may include post-impressionism, fauvism, the “Lost Generation” of writers in Europe in the 1920s, etc.
26. Discuss an aspect of the Great Depression in one or two countries – eg. Compare Argentina and the USA, etc. Look at political developments that emerged from the Depression, such as quasi-fascist movements in Latin America, North America, etc.
27. What caused thousands of North Americans to migrate to the USSR in the 1930s? What was their contribution and what happened to them?

Can't make up your mind? Don't like any of the above options? Interested in something else? Want to choose your own essay topic? Fine with me, but you must discuss your alternative topic with me first. It may not be suitable.