



*School of Arts & Science*  
**HUMANITIES DEPARTMENT**

**HIST 106 - 01**  
**Age of Crisis: World History, 1900-1945**  
**Spring 2017**

## COURSE OUTLINE

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### 1. Instructor Information

(a)	Instructor:	Steve Fielding
(b)	Office Hours:	Mondays 1:30 - 3:00, or by appointment
(c)	Location:	Young 323
(d)	Phone:	TBA
(e)	Email:	FieldingS@camosun.bc.ca

### 2. Intended Learning Outcomes

Through reading textbooks and primary source materials, attending 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 judgments 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)	Text	<p>Adas, Stearns, and Schwartz, <i>Turbulent Passage: A Global History of the Twentieth Century</i>, 4<sup>th</sup> edition. New Jersey: Pearson, 2009.</p> <p>*Seminar Readings are on Course D2L</p>
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### 4. Instructor

Growing up as the kid of a railway worker, I spent my childhood moving around, from Niagara Falls to Fort Erie, Sarnia, and finally, Winnipeg. I completed my first degree at the University of Winnipeg, then a Master of Arts from Simon Fraser University, and am nearing completion of my Ph.D. at the University of Victoria. I have taught History at four colleges and universities and published research on a range of topics, including immigration, multiculturalism, sport, gender, religion, and ethnic food. My wife is from Italy (I won the lottery) and we are the parents of a six-year-old girl and toddler boy. This is my first time teaching History 106 and I'm looking forward to exploring World History together this semester.

### 5. Course Content and Schedule

Classes will consist of lectures and seminars. Basically, seminars are discussion groups. Students will be required to read History articles or explore other academic research websites on D2L and come to class prepared to discuss the material with their peers.

Pre-requisite: C+ in English 12 or assessment. This course is a 3-credit course. Your final grade will be a letter grade. In this fast-paced 7-week Spring course, each History 106 class will feature 2 hours of lectures and 50 minutes of seminar discussion. History is fascinating to study, but it is also reading intensive. I recommend devoting 8 hours per week of class preparation time.

#### Importance Dates at a Glance

Wednesday May 3	First day of class
Wednesday May 17	Research Paper Proposal Due
Friday May 26	Mid-term Exam
Friday June 9	Research Paper Due
Friday June 16	Last day of class
June 19-21	Final Exam TBA

### 6. 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%

## 7. 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](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notation

Temporary Grade	Description
I	<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.
IP	<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. <i>(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.)</i>
CW	<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.

## 8. 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.

## 9. Basis of Student Assessment (Weighting)

### Key instructions for all assignments

All assignments must be in hard copy, single-sided, double-spaced, paginated, written in a standard 12-point font (such as Calibri), and use normal (1 to 1.25 inch) margins. Please do not forget to spell-check your assignments.

There must also be a title page that includes the name of your assignment, your name and student ID, my name, course code, and date submitted. And it must be affixed with a staple. Papers are to be handed in to me at the beginning of class.

**Late assignments are deducted at 5% per day** to a maximum of one week, after which they will received a grade of zero.

### A) Essay Proposal (5 percent)

**Due: Wednesday May 17**

The paper proposal is the first important step in developing your own research project. It helps you to commit to a topic and organize your thoughts and thus save time by researching and writing more efficiently. It is likely that your arguments will develop in new ways as you read new material and consider different arguments. The proposal helps set this process in motion. We will discuss the assignment further in class as the due date gets closer and I will distribute a hand-out with more detailed instructions.

In the space of 500 words (2 pages), you will

1. Present a clear historical question or problem relevant to the course (i.e. Was dropping the atomic bomb on Japan the only viable option for the United States to end the Second World War?)

2. Demonstrate some introductory knowledge of articles or books that provide the arguments and evidence you'll need for your own analysis. (i.e. Smith argues that the United States had no other military option...Jones, by contrast, sees its motivation as purely political). Look for different viewpoints and consider which of these are strong, weak, competing, or controversial. Think also about whether historians' views have changed over time.

3. Turn your historical question into a tentative thesis statement (i.e. The United States did/not need to drop the atomic bomb on Japan to end the Second World War because... [insert reasons here, based on evidence from your sources]).

You can always modify the thesis statement later on.

**\*Note: If you have a historical question but have not yet made up your mind on the thesis statement, be sure to identify the different arguments you are still wrestling with and the possible avenues your paper might take.**

Put simply, the Proposal

- a) Poses a question and explains why it's historically important
- b) Shows what you know about it thus far, based on the articles or books you chose, and
- c) Charts how you might answer the question in the research essay.

You must include a preliminary bibliography at the end of the proposal. This will need to include a **minimum of five academic (5) articles** (by a historian writing for an academic press, usually 15-30 pages long). **Alternatively a book counts as two articles.**

Note that your **sources are not to be a website, online encyclopedia, material with no author's name attached, or the textbook.** However, you can include a journal article from the seminar readings.

At the end of the syllabus, you will find an extensive list of possible research essay questions. In light of the limited library resources, **only two (2) students at maximum are permitted to do a particular question.** Please see me to confirm your choice.

## **B) Mid-term Exam (25 percent)**

**Friday May 26**

There will be a two-hour exam during class and it will be closed-book. It will consist of both short answer and essay question. We'll also discuss this as the day gets closer.

## **C) Research Essay (20 percent)**

**Due: Friday June 9**

The purpose of the major paper is to test your ability to explore, analyze, and draw conclusions from the argument (thesis) first developed in your essay proposal. It is **due on Friday June 9**

This research essay will be **between 1500 and 2000 words (6-8 pages) in length.** Please remember to keep all your research notes, rough drafts, and essay outlines—I may ask to see these things.

A good essay is a coherent expression of ideas on a single theme and it is organized carefully in paragraphs. It is clearly written, organized, and analytical.

**The research paper will each be evaluated according to three criteria:**

**Referencing your sources with footnotes and bibliography (10%)**

**Writing style and organization (30%)**

**Supporting evidence and analysis (60%).**

The essay is to be written in paragraph form. It should contain:

1. A clear **introduction** that presents the general topic and then outlines your own argument
2. A **body** that supports the argument with historical evidence and analyzes that evidence. Ideally, it will consider opposing or different opinions. Choose sources that can provide these for you.
3. A **conclusion** that summarizes the argument and the evidence you used to support it

A really simple way to remember all this is:

1. Introduction: Tell me what you're going to do
2. Body: Do it
3. Conclusion: Tell me what you just did

The research essay is 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.

The quality of your writing matters a great deal and marks will be deducted for poor organization, grammar errors, or frequent spelling errors. To ensure correct spelling and syntax (sentence structure), do not rely much on spell checkers and grammar checkers. It can be helpful for another person to read it over. Also beneficial is to read your own work to yourself out loud. Doing this can identify confusing or incorrect expression. Please try to avoid "casual speak" and make sure to cite others' ideas or information that is not general knowledge.

### Using Quotations and Footnotes:

In developing your arguments, you will necessarily be depending on and sometimes borrowing evidence 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. Try not to use a lot of quotations and avoid long ones. Quote an author when you think his or her ideas are essential in order to convey the exact meaning of what they said. If you paraphrase another author, or borrow their idea, you must also acknowledge this in a footnote. However, it is not necessarily to cite general knowledge i.e. The Second World War began in 1939. Wayne Gretzky was born in Brantford, Ontario. Or, the Toronto Blue Jays are awful this year.

The essay must be followed with a Bibliography on a separate sheet of paper, listing all of the sources you consulted in the assignment, whether they **are quoted or not**. **Formatting must be in Chicago Style**. We will explore this in class; additionally, **you can refer to the Chicago Style formatting manual, called the Camosun History Department Style Guide, which is on the History Department website**. Other styles, such as APA social science format (parenthetical reference to authors in the text of the essay), will not be accepted.

**An Important Note on Plagiarism:** All written work that you submit in History 108 must be your own original work. You must give proper credit to borrowed ideas or quotations that you use in an essay. To falsely claim authorship of someone else's ideas or words is called plagiarism. It is a type of theft and will automatically result in a grade of zero at the very least. Similar penalties will be applied to any student who buys, borrows, or resubmits, a previous-completed History paper. The internet has become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind the internet sources, like everything consulted in your research, must appear in the bibliography. I reserve the right to check any assignment with plagiarism detection software. Please consult me if you are unsure about how to properly document your sources.

See the Camosun Calendar 2015-6 (pp. 32-39) for full policies and penalties with regards to plagiarism, cheating, and other unacceptable student conduct.



#### D) Final Exam (25 percent)

There will be a 3 hour exam during the brief Spring exam period (June 19 to 21). **It will be non-cumulative**, meaning that it will include only material covered since the mid-term exam. Just like the mid-term, it will be closed-book and consist of short-answer and essay-type questions.

#### E) Class Participation (20 percent)

History is most interesting and relevant when discussed and debated. Students are welcome to ask questions and provide insightful comments during the lectures and I will engage them as time permits. The last 50 minutes of almost all of our classes is devoted to group discussions (called "seminars," as mentioned earlier) based on that week's readings. You will be assigned to a small seminar group. Students will read the questions provided on D2L and, using critical thinking, come to class prepared to debate the arguments and evidence from the material they read and consider one another's interpretations on the topic. On some days, and for the sake of variety, seminars will take different forms, such as a class-wide mock debate, a peace conference, a comparison of anonymous dead bodies (Tombs of Unknown soldiers), and an exhibit of Depression-era photography, or a film.

It is essential that you do the readings before the seminar; otherwise you will not be able to contribute very much and this will result in lost participation marks.

As you do the readings in preparation for class, it may help to consider certain points. What are main arguments of each article or reading? What types of evidence are used to support these arguments? Do you find the arguments convincing? Are there any important questions or issues left unanswered by the article or reading?

It may also help to consider the author. Who does the author represent and who is his/her audience? Why does s/he approach the topic in this way? Does the author use a specific methodology or theoretical perspective (socialist, capitalist, feminist, etc.)? When was the article written, and does the timing of its writing affect its conclusions? These are just a few questions to

consider. You can always come up with more of your own.

Your participation mark will be based primarily on the seminars, though involvement in the lectures is also encouraged. You will be graded on

- a) the frequency of your contributions to the discussion,
- b) the quality of your contribution.

To participate well means demonstrating that you read the assigned materials carefully, that you have identified the key points of the articles, and that you are prepared to discuss your ideas in a small-group setting.

My role in the seminars is mostly as an observer. I will move around the room and listen in on groups, take notes on students' participation, and occasionally interject with a comment or question. Feel free to ask me a question if your group is mulling over a topic or stuck on it. I encourage you to make the most of these seminars because they are much more interactive and inclusive than the lectures and the participation grade is a large portion of your final mark.

**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.

**Note: Students who miss more than three seminars will forfeit their entire participation mark.**

**Late Policies and Submitting Your Assignments:** Assignment due dates are firm and assignment must be submitted to me in class on the due date or they will be considered late. As noted earlier, **late assignments will be penalized at five (5) percent per day to a maximum of one week**, after which they will no longer be accepted. 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, you will need a doctor's note to waive the penalty. Problems with computers, flash drives, or dogs on a paper diet will not be accepted. However, at any time please do not hesitate to see me if you're having problems with the assignments.





**Week 4**

Wednesday May 24 Lecture 12: "The War to End all Wars": The First World War  
 Lecture 13: A Peace to End all Peace: Failed Diplomacy in the Interwar Period

Seminar: Treaty of Versailles Simulation (see D2L)

**Friday May 26****2 HOUR MID-TERM EXAM**

Readings:  
*Turbulent Passage*, Chapter 5

**Week 5**

Wednesday May 31 Lecture 14: The Russian Revolution  
 Lecture 15: The Empire Strikes Back. Struggles against European Colonialism in the Middle East, Africa, and India

Seminar: Mohandas Ghandi and the Indian Nationalist Movement

Friday June 2 Lecture 16: The Roaring Twenties  
 Lecture 17: The Chinese Civil War and the Slow March toward Revolution

Seminar: Tombs of the Unknown Soldiers (see D2L)

Readings:  
*Turbulent Passage*, Chapter 6

**Week 6**

Wednesday June 7 Lecture 18: The Great Depression of the 1930s  
 Lecture 19: Totalitarianism in Asia: Imperial Japan

Seminar: The "Art" of the New Deal: Recapturing the Great Depression through Photography. A Primary Sources Exercise.

Friday June 9 Lecture 20: Totalitarianism in Europe:  
 Part 1 Fascist Italy and Spain, the USSR  
 Lecture 21: Part 2 Adolf Hitler and Nazi Germany

Seminar: Film: *Bethune*. National Film Board (1964). 58 mins (no readings)

Readings:  
*Turbulent Passage*, Chapter 7, and Fascism in Italy p. 143-4

**RESEARCH PAPER DUE**

**Week 7**

Wednesday June 14 Lecture 22: The Second World War  
Lecture 23: The Holocaust

Seminar: Dropping the Bomb on Japan: Was it Necessary to End the War? A Discussion of America's Options

Friday June 16 Lecture 24: Prelude to the Cold War  
Film: *The Cold War. Episode 1 Comrades* 47 mins.

Seminar: Entering the Atomic Age

Readings:  
*Turbulent Passage*, Chapter 8

**FINAL EXAM PERIOD IS JUNE 19-21. DATE AND TIME TBA**

**Essay Topics**

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 Gandhi, 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.