



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-106-D01
Age of Crisis: World History, 1900-1945

Summer 2020

COURSE OUTLINE

1. Instructor Information

(a)	Instructor:	Dr. Stephen Fielding
(b)	Office Hours:	Mondays 1:00-2:15 and Wednesdays 1:00-2:15 *Video meetings available by appointment
(c)	Location:	Online
(d)	Phone:	250-370-3390
(e)	Email:	FieldingS@camosun.bc.ca

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, a Master of Arts from Simon Fraser University, and a Ph.D. from 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 (we eat well) and we are the parents of a 9-year-old girl and ~~wild-gerilla~~ 4-year-old boy. This is my third time teaching History 106 and first time in an online format. I'm looking forward to exploring World History together this spring.

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:

- a) 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.
- b) Reassess and challenge Western perspectives on critical events and issues of this period.
- c) Compare, contrast and integrate Western and non-Western outlooks and perspectives on critical events and issues of this period, such as those mentioned

above.

Upon completion of the course, the student should be able to:

- a) 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.
- b) Appreciate history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines.
- c) 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.
- d) Have increased skills in research, writing and written and oral communication.

3. Required Materials

- (a) Textbook: Richard Goff, et al. *The Twentieth Century and Beyond: A Global History*. 7th edition, 2008.
- b) Supplementary Seminar Readings are on D2L

4. Course Content and Schedule

Class time and location: This is an Online Course with Asynchronous Delivery

Lectures: Lecture notes and supplementary short videos will appear on D2L course site at 11am every Tuesday and Thursday

Seminars: Online posts are due each class date at 11:59 pm (midnight). Responses to others' posts are due the following evening 11:59pm (midnight)

Important Dates at a Glance

Mon. May 4	Summer Semester Begins, Course is Accessible on D2L
Thurs. May 21 @ 11:59 pm	Women's Vote Seminar Primary Sources Review
Sat. May 23 @ 11:59 pm	Research Proposal Due
Thurs. May 28 @ 11:00 am	Spanish Flu Take-home Assignment Released
Sat. May 30 @ 11:59 pm	Spanish Flu Take-home Assignment Due
Tues. June 9 @ 11:59 am	"The Art of the New Deal": Great Depression Seminar Photography Review Due
Tues. June 16 @ 11:59pm	Research Paper Due
Tues. June 18	Last Online "Lecture"
TBA	Final Take-home Exam

Lecture and Seminar Schedule
(submit to change at instructor's discretion)

Links to Seminar Readings and Discussion Questions are on D2L

Class 1

Tuesday May 5 Introduction: Welcome to History 106!

Lecture 1: Why History Matters
The World at 1900

Textbook: Read Chapters 1 and 2

Seminar: Online Introductions and Student Interests in History

Class 2

Thursday May 7 Lecture 4: The Making of Mass Cultures and Nationalism
Lecture 5: Russia and Japan in the Early 1900s

Textbook: Read/Revisit p. 20-1, p. 38-40, 75-82

Seminar: The Birth of Consumer Culture

Readings:

1. Steve Tripp, "The most popular man in baseball: Baseball Fans and Ty Cobb in the early 20th Century," *Journal of Society History*, 2009
2. Irene Lottini, "When Buffalo Bill crossed the ocean: Native American scenes in early twentieth century European culture," *European Journal of American Culture*, 2012.

Class 3

Tuesday May 12 Lecture 2: The Rise of the Industrialized West
Lecture 3: "Cities of Dreadful Delight": Excitement and Danger in
the Modern City

Textbook: Read Chapter 3 to page 38

Seminar: The Spanish Flu: A Primary Sources Exercise

Class 4

Thursday May 14 Lecture 6: Europe in the Age of Imperialism: Africa and Asia
Lecture 7: Race and Racism at the Turn of the Century

Textbook: Read/Revisit p. 22-25, Chapter 4, and p. 70-74, 88-94

Seminar: Colonialism and “The White Man’s Burden”

Readings:

1. George Orwell, “Shooting an Elephant,” 1936, 6 pages
2. Rudyard Kipling, “The White Man’s Burden,” *McClure Magazine*, 1899, poem
3. H.T. Johnston, “The Black Man’s Burden: A Response to Rudyard Kipling,” 1899, poem
4. Michael G. Vann, “The Great Hanoi Rat Massacre,” *Journal of French Colonial History*, 2003

Class 5

Tuesday May 19 Lecture 8: The Transformation of Latin America, 1880-1920
Lecture 9: Mass Migrations to North and South America, 1880-1914

Textbook: Read Chapter 5, and p. 179-184

Seminar: Whither the Unwelcomed Migrants? Chinese in British Columbia and Mexicans in Texas at the Turn of the Century

Readings:

1. Kay Anderson, “The Idea of Chinatown: The Power of Place and Institutional Practice in the Making of a Racial Category,” *AAAG*, 1987
2. Heather M. Sinclair, “White Plague, Mexican Menace: Migration, Race, Class, and Gendered Contagion in El Paso, Texas, 1880-1930,” *Pacific Historical Review*, 2016. Read p. 475-481, 491 bottom paragraph to 505

Class 6

Thursday May 21 Lectures 10/11: Social Change in Europe and North America:
Women’s Suffrage, Religion, and Popular Culture

Textbook: Read p. 32, 129, 160-3, and Revisit p. 56-9

Seminar: First Wave Feminism and Women’s Suffrage

Primary Source Readings:

1. Jane Addams, “Why Women Should Vote,” 1915
2. British Parliament, Debate on the “Conciliation” Bill, to enfranchise about 1 million women voters, 28 March 1912
3. “Should Men Vote?” A Parody by Nellie McClung as part of a mock parliament in Winnipeg, 1914
4. U.S. Congress (c. 1887), Suffragist pamphlet addressing common arguments against women’s suffrage
5. Case against Women’s Suffrage (1911), by J.B. Sanford, Senator,

Democratic Caucus, Opposition to Senate Constitutional
Amendment No. 8

***SAT. MAY 23 RESEARCH PAPER PROPOSAL DUE @ MIDNIGHT (11:59pm)**

Class 7

Tuesday May 26 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

Textbook: Read Chapters 7 and 11

Seminar: Treaty of Versailles Class Re-enactment

Readings:

1. Excellent Summary of the Treaty by Margaret Macmillan
2. Timeline of Treaty of Versailles and Paris Peace Conference

Class 8

Thursday May 28 **MID-TERM ASSIGNMENT: THE SPANISH FLU. THINKING
HISTORICALLY ABOUT THE WORST GLOBAL PANDEMIC**

Released @ 11:00 am on Thursday May 28

***Due @ 11:59 pm on Saturday May 30**

Class 9

Tuesday June 2 Lecture 14: The Russian Revolution
Lecture 15: The Empire Strikes Back: Struggles against European
Colonialism in the Middle East, Africa, and
India

Textbook: Read p. 82-86, p. 131, Chapter 10, Chapter 14,
Chapter 15

Seminar: Mohandas Gandhi and *Hind Swaraj*, the Indian Home
Rule Movement

Readings:

1. *Hind Swaraj*, 1909 ("Indian Home Rule"). Skip chapters 3, 8, 15, and
18, except for pages 92-3
2. Optional—Summary of *Hind Swaraj*

Class 10

- Thursday June 4 Lecture 16: The Roaring Twenties
 Lecture 17: The Chinese Civil War and the Slow March toward Revolution
- Textbook: Read Chapter 9, and Ch. 13 to p.198, Revisit p. 134-6
- Seminar: Film *Bethune*. National Film Board of Canada (1964), 58 mins (no readings).

Class 11

- Tuesday June 9 Lecture 18: The Great Depression
 Lecture 19: Totalitarianism in Asia: Imperial Japan
- Textbook: Read Chapter 12, p. 198-202, 240-5
- Seminar: The “Art” of the New Deal: Recapturing the Great Depression through Photography. A Primary Sources Exercise.
- Readings:
 1. Images as Primary Sources: Minnesota Historical Society
 2. Great Depression Photo Archives from Farm Security Administration
 3. U.S Library of Congress Depression Photos Colorized

Class 12

Thursday June 11

- Lecture 20: Totalitarianism in Europe:
 Part 1 Fascist Italy and Spain, the USSR
- Lecture 21: Totalitarianism in Europe:
 Part 2 Adolf Hitler and Nazi Germany
- Textbook: Read/Revisit p. 163-166, p. 246-53
- Seminar: Film: *World War 2 in Color*

Class 13

***RESEARCH PAPER DUE @ MIDNIGHT (11:59 pm)**

- Tuesday June 16 Lecture 22: The Second World War
 Lecture 23: The Holocaust
- Textbook: Read Chapter 18
- Seminar: Dropping the Bomb on Japan: Was it Necessary to End World War 2? A Discussion of America’s Options

Readings:

1. Paul Fussell, "Thank God for the Atom Bomb," *The New Republic*, 1981
2. The Alsop-Joravsky Debate on the Bomb, *New York Times*, 1980

Class 14

Thursday June 18 Lecture 24: Prelude to the Cold War
 Film: *The Cold War. Episode 1, Comrades*, 47 mins.

Textbook: No readings for this class.

Seminar: Revisiting the Age of Crisis

TAKE-HOME FINAL EXAM, DATE TBA**5. Basis of Student Assessment (Weighting)**

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

Research Paper Proposal	5%
Women's Vote Seminar Primary Sources Review	5%
Spanish Flu Take-home Assignment	20%
Research Paper	25%
Final Exam	20%
Seminar Participation	25%

***Late Policies and Submitting Your Assignments**

Assignment due dates are firm and assignments 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. **Anything arriving more than 1 hour after the deadline (eg. 11am or 4pm) is considered a day late**. No extensions will be considered except in cases of documented medical, psychological, or a family emergency. In all cases, an extension is granted only at the instructor's discretion. 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 computer diet will not be accepted. However, at any time please do not hesitate to see me for assistance if you're having problems with the assignments.

This is a Humanities course and therefore all assignments must be written in paragraph form. In all situations, avoid writing "bulleted" comments and point-form responses.

A) Essay Proposal (5 percent)**Due: Tuesday May 19 @ midnight**

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 evolve or even change as you read new material and consider different arguments. The proposal helps set this process in motion.

In the space of 250 to 350 words (1 to 1.5 pages),

1. Select Topic and Historical Question

a) Select a topic (i.e. atomic war) relevant to the course and b) develop a clear historical question (i.e. Was dropping the atomic bomb on Japan the only viable option for the United States to end the Second World War?). Note that there is a long list of suggested topics at the end of the course outline. You may select one or propose an original topic to me.

Remember that a maximum of two (2) students can write on the same topic. You must therefore first confirm your selection with me.

2. Show your Research.

Select a minimum of five (5) academic articles relevant to your topic. Alternatively, you can use a book and count this as two articles. These will appear in your bibliography. You will also be discussing them in your proposal. Demonstrate some introductory knowledge of articles or books and the arguments and evidence they contain that you'll be consulting in your own paper. (i.e. Smith argues that the United States had no other military option than to drop the bomb... Jones, by contrast, contends that the United States' motivation was primarily political because it wished to send a strong message to the Soviet Union, who it recognized as its new enemy). 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

At the end of your proposal, you'll want to make an early educated guess at where your sources and own analysis might lead you in this research project.

(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. You're not wedded to it!

***Feeling Uncertain? That's fine at this stage. If you have a historical question, but have not yet made up your mind on a thesis statement, be sure to identify the different arguments you are still wrestling with and the possible avenues your paper might take.**

Phrased differently, the Proposal contains three (3) part. It

- a) Poses a question and explains why it's historically important
- b) Shows what you know about it so 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, typically 12-30 pages long). **Alternatively a book counts as two articles.**

Note: your **sources are not to be a website, online encyclopedia such as Wikipedia, material with no author's name attached, or the textbook.** However, you can include journal articles 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) Take-Home Spanish Flu Mid-term Assignment (20 percent)

Released: Thurs. May 28 @ 11 am

Due: Saturday May 30 @ Midnight (11:59 pm)

Instead of a lecture or traditional midterm exam, there will be a take-home assignment. It will built on the Spanish Flu Primary Sources Review you did earlier in the course. I will post more information as the day gets closer.

C) Research Essay (25 percent) Due: Thursday June 16 @ Midnight (11:59 pm)

The purpose of the major paper is to test your ability to explore, analyze, and draw conclusions from the argument (thesis) you first developed in the essay proposal.

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 **introductory paragraph** that presents the general topic and context. Generally, the last one or two sentences of the intro paragraph articulate your own argument that will set the tone for the entire paper. This is called the **thesis statement**.
2. A **body** that supports the thesis statement with critical arguments, historical evidence, and analysis of that evidence. Ideally, your paragraphs 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. In your analysis, you will become aware of other authors' interpretations. You must say what evidence persuaded you why certain authors' arguments and conclusions were more accurate or less reliable than others. A good essay will recognize that 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, grammatical errors, or frequent spelling errors. To ensure correct spelling and syntax (sentence structure), use but do not solely rely on spell checkers and grammar checkers. It can also be helpful for another person to read it over. Another strategy is to read your own work out loud to yourself. Doing this can help identify confusing or incorrect expression. Also, when you write, please avoid colloquial or "casual speak."

Using Quotations and Footnotes:

In developing your arguments, you will discover and sometimes borrow evidence from others. When you quote directly the words of an author, you must put those words inside 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 an author or borrow their ideas, you must also acknowledge this in a footnote. It is not necessary, however, 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.

Bibliography

The essay must be followed with a Bibliography on a separate sheet of paper. It must list 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 early in the semester.

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.

D) Final Exam (20 percent)

There will be a take-home final exam released online. The date will be announced during the course. **It will be cumulative**, meaning that the essay questions (the only type that will appear on the final) will address material covered during the full range of the course. The exam will require students to reflect on the major historical global themes, developments, and variables of the 1900-1950 period that you learned in the course. I will provide a detailed review a week in advance.

E) Online Seminar Participation (25%)

History is most interesting and relevant when discussed and debated. Students are welcome to ask questions and provide insightful comments and I will engage them as time permits.

*Students who miss more than three (3) seminar postings will forfeit their entire seminar mark

Every Tuesday and Thursday “class” (release of printed lecture and supplementary video clips) includes group discussions (called “seminars”) based on that day’s readings. Students will prepare for these meetings by doing the readings already available on D2L and considering the questions posted on the course site. You will debate the arguments and evidence from the articles you read and consider one another’s interpretations.

Using critical thinking, you will post a response to the questions and then to one another’s postings. Make sure to read carefully the instructions for each week.

All postings should be made in the “Discussion” link for that day’s webpage. Your first posting should start a thread; the second one (your response) should be made on another student’s thread.

***It is essential that you do the readings before each seminar.** To participate well means demonstrating that you read the assigned textbook and D2L readings carefully; that you have identified the key points in these readings; and that you are prepared to discuss your ideas in an online setting. Otherwise, you will not be able to contribute very much and this will result in lost participation marks.

Your participation mark will be based primarily on seminar activity.

- a) “Attendance” in the seminar discussions (making posts)
- b) Demonstration of an early grasp of the readings and topic
- c) The quality of your contributions (Is it thought-provoking, on topic, generating further student interest, etc.)

What to consider as you prepare for seminars:

As you do the readings in preparation for class, it may help to consider:

What is the historical context of the events and ideas we’re discussing?
 What are the author’s main arguments in the article or chapter?
 What types of evidence are used to support his/her arguments?
 Do you find these arguments convincing?
 Are important questions or issues left unanswered?

It may also help to consider the author of the article and do a little background research about him/her. What information do you learn about him or her? Does s/he represent a particular ideology, persuasion, or group interest? Why does s/he approach the topic in this way? Do you think s/he demonstrates inherent bias or persuasion? 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? Might the author have arrived at a different conclusion if s/he wrote at a different time?

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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

n/a

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
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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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

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 at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.

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.
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B. 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.

C. 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 the College web site in the Policy Section.

An Important Note on Plagiarism: All work that you submit in History 106 must be your own original work. This includes all assignments and discussion posts. 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 that 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.

In brief, plagiarism is:

1. The use of another person's words (sentences/phrases/paragraphs) without including quotation marks and footnotes. This applies to any written work published in book, text, film, or magazine form, or anything found on the internet. In other words, it is plagiarism if someone copies and pastes work from the internet and present that work as his/her own.
2. Paraphrasing any author's words or ideas without using a footnote to cite the source
3. Copying another student's work, either on assignments or exams



Negotiating Grades. A student's final grade is the result of his or her performance in the course. It is exclusive to their scores on assignments and exams, along with their attendance and engagement at seminars. It is not the product of a negotiation between the student and instructor. Therefore, please do not approach me with requests for a higher grade, as this is inappropriate, unethical, and unfair to your fellow students who have

earned their scores on merit.

9. Online Courtesy

History is most stimulating and enjoyable when there is discussion and debate. It is understandable that, from time to time, students may have strong opinions about the topics discussed in the course. It is natural and often healthy to disagree with one another and learn how to articulate a thoughtful opinion in the presence of skepticism or disagreement. At the same time, each of us plays a key role in creating a respectful environment where everyone feels comfortable expressing their views and, at times, disagree with those of others. Your comments, however, should always articulate a viewpoint or philosophy related to the course topics and readings and not become a personal attack.

Essay Topics

A maximum of two people may sign up for each topic. Please confirm your choice with me by email, at my office, or during class time.

1. What made European imperial control of colonized areas and people possible at the beginning of the Twentieth 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 20th 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 20th 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? Interested in exploring your own topic? Please discuss your idea with me first and we'll try to make something happen.