



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-106-D01
Age of Crisis: World 1900-1945
Fall 2020

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Chris Morier
(b) Office hours	Monday – Friday, 1:00 – 3:00 pm, phone calls only
(c) Location	
(d) Phone	250-370-3518 Alternative:
(e) E-mail	morier@camosun.bc.ca

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.

Upon completion of the course the student will 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

History 106 Course Reading Package. Available via the Camosun College Bookstore.

4. Course Content and Schedule

Lectures will be made available every week on D2L. "Readings" refers to the articles in the Course Reading Package.

Week One	Introduction Video: Welcome to History 106! Note that the first two weeks of Hist 106 are relatively sedate. Use this time to get familiar with D2L, and to prepare for the weeks ahead. Take note of assignment due dates, map the term out, and think about a routine. Flip through the Hist 106 Coursepack and familiarize yourself with the reading to come. Read the details about assignments/exams in the class and make sure that you're clear on what's expected. Contact me if you're uncertain about anything.
Week Two	Lecture 1 – Introduction to the Twentieth-Century Note that next week, things are going to "get real" in Hist 106. You'll be accessing lectures and reading coursepack material. Are you ready?
Week Three	Lecture 2 – Empires and Empire Builders Readings, Topic One (Course Reading Package) Lecture 3 – Russia in the Early-20 th Century If you choose to write a coursepack topic summary this week, you must email it to me on Friday, 25 September.
Week Four	Lecture 4 – Japan in the Early-20 th Century Readings, Topic Two (Course Reading Package) Lecture 5 – The Rise of Industrialization If you choose to write a coursepack topic summary this week, you must email it to me on Friday, 02 October.
Week Five	Lecture 6 – China in the Early-20 th Century Readings, Topic Three (Course Reading Package) Lecture 7 – Prelude to World War One If you choose to write a coursepack topic summary this week, you must email it to me on Friday, 09 October.
Week Six	Lecture 8 – World War One Readings, Topic Four (Course Reading Package) Lecture 9 – Failed Peace If you choose to write a coursepack topic summary this week, you must email it to me on Friday, 16 October. Also, for all students: **Research Paper Proposal Due on Friday, 16 October**
Week Seven	Lecture 10 – Asia, Africa, and India in the Early-20 th Century Readings, Topic Six (Course Reading Package) Lecture 11 – The Russian Revolution

If you choose to write a coursepack topic summary this week, you must email it to me on Friday, 23 October.

Week Eight *****Midterm Reflection/Exam/Assignment Due on Friday, 30 October*****

Week Nine
Lecture 12 – Mandates and the Middle East
Readings, Topic Seven (Course Reading Package)
Lecture 13 – The Myth of the “Roaring Twenties”

If you choose to write a coursepack topic summary this week, you must email it to me on Friday, 06 November.

Week Ten
Lecture 14 – Inter-War Readjustments
Readings, Topic Eight (Bertram Wolfe and Lynette Carpenter, only); Topic Nine (Michael Paris, only)
Lecture 15 – Civil War in China

If you choose to write a coursepack topic summary this week, you must email it to me on Friday, 13 November.

Week Eleven
Lecture 16 – The Depression of the 1930s
Lecture 17 – Responses to the 1930s: The West and Latin America

No coursepack readings this week. But, for all students:

****Research Paper Due on Friday, 20 November****

Week Twelve
Lecture 18 - Responses to the 1930s: Japan and the Soviet Union
Readings, Topic Ten (Course Reading Package)
Lecture 19 – Fascism and Nazism

If you choose to write a coursepack topic summary this week, you must email it to me on Friday, 27 November.

Week Thirteen
Lecture 20 – Prelude to World War Two
Readings, Topic Eleven (Course Reading Package)
Lecture 21 – World War Two

If you choose to write a coursepack topic summary this week, you must email it to me on Friday, 04 December.

Week Fourteen
Lecture 22 – The Last (?) World War, 1939-1945
Readings, Topic Twelve (Course Reading Package)
Lecture 23 – The Superpower Standoff

If you choose to write a coursepack topic summary this week, you must email it to me on Friday, 11 December.

5. Basis of Student Assessment (Weighting)

- 2 X Coursepack Topic Summaries (pre-midterm) – 10% each
- Research Paper Proposal (due on Friday, 16 October) – 5%
- Midterm Reflection/Exam (Week Eight) – 20%
- 1 X Coursepack Topic Summary (post-midterm) – 10%
- Research Paper (due on Friday, 20 November) – 25%
- Final Reflection/Exam (due TBA) – 20%

Assignment/Assessment Details

Coursepack Topic Summaries (3 X 10% each – so 30% of final grade)

Most weeks in the Hist 106 Fall Term you will be reading a set of articles related to lecture material. These articles are grouped into “Topics,” and are to be found in the Coursepack. In a non-Covid situation, you would be discussing these readings in weekly seminars and getting a seminar participation grade for your efforts. This Fall, however, you will be writing assessments or summaries of the articles and submitting them to me via e-mail.

The summaries are due on the Friday at the end of each week. If late, they will be penalized at a rate of 10% per day overdue. You will need to submit 2 summaries in the weeks before the midterm, and 1 summary in the weeks after the midterm. So, to be clear:

Prior to the midterm, you will be reading articles from Topics 1, 2, 3, 4, and 6 (see lecture schedule). Out of those 5 options, you will write and submit summaries of two of them (you choose which two).

In the weeks after the midterm, you will be reading articles from Topics 7, 8/9, 10, 11, and 12 (see lecture schedule). Out of these five options, you will write and submit a summary of one of them (you choose).

Each summary should be between 400-500 words. In the summary you will briefly assess each article in the Topic and analyze the effectiveness of the articles as a whole.

I have provided you with an example of a Topic summary (look under “Content” in the Hist 106 D2L site). Note that you will need to read the articles closely and provide sophisticated comments on each. So avoid generalities like “In this article, the historian shows that Canadian women’s lives in the 1930s were difficult.” A much more nuanced description would be “The article demonstrates that factors such as class, race, and gender impacted the lives of Canadian women in the 1930s.” See the difference?

If you find that you’re struggling with the Coursepack articles and/or your written assessments, please contact me via phone or email and we can brainstorm together. History articles can be difficult for newcomers to the field, but with regular practice and tenacity, your History “muscles” will grow.

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?*

Research Paper Proposal (5% of final grade)

This assignment is **due on Friday, 16 October**. If late, it will be penalized at a rate of 10% per day overdue.

This course outline includes a list of possible research paper topics. You will choose 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 should 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 academic, secondary sources that you will consult in preparing your essay. These three sources will not include generic websites, general History textbooks, 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.

I have provided you with an example of a Research Paper Proposal (look under “Content” in the Hist 106 D2L site). Note that the proposal should indicate that you’ve not only located some academic sources, but that you’ve started to evaluate the information you’ve uncovered.

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.

Midterm Reflection/Exam (20% of final grade)

This midterm reflection/exam will happen in Week Eight of the class (October 26-30). You will receive the exam via D2L on Monday, the 26th; you will submit your completed exam to me on Friday, the 30th.

Research Paper (25% of final grade)

The essay is due on **Friday, 20 November**. If late, it will be penalized at a rate of 5% per day overdue.

This research essay will be between 1000-1500 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. Never delete your essay from your computer, 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.

You must consult at least five secondary sources (books and/or articles) in preparing your paper. **Be especially wary of Internet sources – legitimate academic work is okay, but online encyclopedias, generic websites, and material with no author’s name attached should be avoided.** Please speak with me if you’re having any difficulties with sources.

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 perceptive 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 Camosun History Style Guide, which can be found online, via the History Department website.

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 2019-2020 Calendar for full policies and penalties in regard to plagiarism, cheating, and other unacceptable student conduct.

LATE SUBMISSION EXPECTATIONS AND SUBMITTING YOUR ASSIGNMENTS: Assignment due dates are firm. Please note: computer problems will not be accepted as a valid reason for a late essay. Late essays will be graded thoroughly, but due to time constraints, they may not have extensive instructor comments. No assignment will be accepted after Friday 11, December. Please do not hesitate to contact me if you're having any problems with the assignments.

Final Reflection/Exam (20% of final grade)

There will be a final reflection/assignment/exam after Week Fourteen of Hist 106. It will focus on material covered after the midterm. Similar to the midterm, you will receive the exam and then have a few days to prepare your response.

Essay Topics

1. What made European imperial control of colonized areas and people possible at the beginning of the 20th 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? 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.

6. Grading System

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

7. Recommended Materials 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.

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.

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
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.

B. 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.