

COURSE SYLLABUS



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

CLASS SECTION: D01

TERM: Summer 2021

COURSE CREDITS: 3

DELIVERY METHOD: Online Asynchronous

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.
[Learn more about Camosun's Territorial Acknowledgement.](#)

The COVID-19 pandemic has presented many challenges, and Camosun College is committed to helping you safely complete your education. Following guidelines from the Provincial Health Officer, WorkSafe BC, and the B.C. Government to ensure the health and wellbeing of students and employees, Camosun College is providing you with every possible protection to keep you safe. Our measures include COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. For details on these precautions please follow this link: <http://camosun.ca/covid19/faq/covid-faqs-students.html>. However, if you're at all uncomfortable being on campus, please share your concerns with your Instructor. If needed, alternatives will be discussed.

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Dr. Stephen Fielding

EMAIL: FieldingS@camosun.bc.ca

OFFICE: Online

HOURS: Thursdays 1:00-2:00 by Collaborate. Please make appointment. I can also be reached easily by e-mail

A Short Introduction about your Instructor:

Growing up as the kid of a railway worker, I spent my childhood moving around, from Niagara Falls, Ontario 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 10-year-old girl and ~~threat to the free world~~ 5-year-old boy. I'm looking forward to exploring World History together this spring.

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

This course examines the growing challenge to European global dominance, even as European economics, politics and culture became entrenched. The emergence of ideologies that shaped the world, including nationalism, anti-imperialism, fascism and communism is studied.

COURSE LEARNING OUTCOMES / OBJECTIVES

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.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

- a) Textbook: Antony Best et al., *International History of the Twentieth Century and Beyond*, 3rd edition, Routledge, 2015.
- b) Supplementary Readings for each Seminar can be found on the Course D2L Site

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Lectures: Lecture notes and supplementary short videos will appear on D2L course site before 11:00 am every Tuesday and Thursday

Seminars: Online posts are due each Tuesday and Thursday evening before 11:59 pm (midnight).
Responses to others' posts are due the following evenings (Wed. and Fri.) before 11:59pm

Important Dates at a Glance

Mon. May 3	Summer Semester Begins, Course is Accessible on D2L
Thurs. May 20 @ 11:59 pm	Women's Vote Seminar Primary Sources Review Due
Thurs. May 27 @ 11:00 am	Spanish Flu Take-home Assignment Released, due Sat. May 29 @ 11:59 pm
Tues. June 8 @ 11:59 am	"The Art of the New Deal": Great Depression Seminar Photography Review Due
Tues. June 15 @ 11:59pm	Research Paper Due
Tues. June 17	Last Online "Lecture"
TBA	Final Take-home Exam

Class 1

Tuesday May 4 Welcome to History 106!

Lecture 1: Why History Matters
 The World at 1900

Textbook: Read Chapters 1 page 6 to "Young Turks" definition on pg. 24

Seminar: Online Introductions

Class 2

Thursday May 6 Lecture 2: The Making of Mass Cultures and Nationalism
 Lecture 3: Russia and Japan in the Early 1900s

Textbook: No readings

Seminar: The Birth of Consumer Culture

Readings: See D2L for Selected Excerpts from

1. Steve Tripp, "The most popular man in baseball: Baseball Fans and Ty Cobb in the early 20th Century," *Journal of Social 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 11 Lecture 4: The Rise of the Industrialized West

Textbook: No readings

Seminar: The Spanish Flu: A Primary Sources Exercise (instructions on D2L)

Class 4

Thursday May 13

Lecture 5: "Cities of Dreadful Delight": Excitement and Danger in the Modern City
Lectures 6/7: Race, Racism, and Europe's Global Expansion

Textbook: Read Chapter 4 to p. 94 (Ireland) and p. 102 (India) to end

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 18

Lecture 8: The Transformation of Latin America, 1880-1920

Lecture 9: Mass Migrations to North and South America, 1880-1914

Textbook: Read Chapter 6

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 20

Lectures 10/11: Social Change in Europe and North America: Women's Suffrage, Religion, and Popular Culture

Textbook: No readings

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

Class 7

Tuesday May 25

- 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 Chapter 1 page 26 to end, and Chapter 2

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 27

MID-TERM ASSIGNMENT: THE SPANISH FLU. THINKING HISTORICALLY ABOUT THE FIRST WORST GLOBAL PANDEMIC

Released @ 11:00 am on Thursday May 28

*Due @ 11:59 pm on Saturday May 30

Class 9

Tuesday June 1

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

Textbook: Read Chapter 4 pages 87-108 and the Conclusion

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 3

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

Textbook: Read Chapter 3 pages 69-71
Seminar: Film Bethune. National Film Board of Canada (1964), 58 mins (no readings).

Class 11

Tuesday June 8

Lecture 18: The Great Depression
Lecture 19: Totalitarianism in Asia: Imperial Japan

Textbook: Read Chapter 3 (but skip pages 69-71)

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 10

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 Chapter 7

Seminar: Film: World War 2 in Color

Class 13

Tuesday June 15

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

Lecture 22: The Second World War
Lecture 23: The Holocaust

Textbook: Read Chapter 8

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 17

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

Textbook: No readings

Seminar: Revisiting the Age of Crisis

TAKE-HOME FINAL EXAM, DATE TBA

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Women's Vote Seminar Primary Sources Review	5
The Spanish Flu Mid-term Take-home Assignment	20
Research Paper	25
Final Exam	20
Seminar Participation	30
	TOTAL
	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

Late Policies

Assignment due dates are firm and assignments must be submitted by 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 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.

Submitting Your Assignments

History 106 is a Humanities course; therefore, all assignments must be written in paragraph form. In all situations, avoid writing "bulleted" comments and point-form responses.

Major Assignments in Greater Detail

A. Take-Home Spanish Flu Mid-term Assignment (20 percent)

Released: Thurs. May 27 @ 11:00 am

Due: Saturday May 29 @ Midnight (11:59 pm)

Instead of a lecture or traditional midterm exam, there will be a take-home assignment. It will be built on the Spanish Flu Primary Sources Review you did earlier in the course.

I will post more information as the day gets closer.

B. Research Essay (25 percent) Due: Thursday June 15 @ Midnight (11:59 pm)

The purpose of the major paper is to test your ability to a) create a historical question based on the topics provided at the end of the course outline b) develop a thesis statement c) and explore, analyze, and draw conclusions based on your own research of the historical question.

This research essay will be 5 to 6 pages in length, based on double spacing and a standard font such as Calibri or Times New Roman. (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 and Writing Process

1. Select Topic and Historical Question

a) Select a topic (i.e. atomic war) relevant to the course from the end of the course outline. Please confirm your essay topic selection with me or propose a new one. Remember that a maximum of two (2) students can write on the same topic. You must therefore first confirm your selection with me.

b) Based on that topic, 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?).

2. Early Research.

Select a minimum of five (5) academic articles relevant to your topic (by a historian writing for an academic press, typically 12-30 pages long). Alternatively, you can use a book and count this 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.

Your research sources will eventually appear in your bibliography. 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 some point during the research stage, you'll want to make an early educated guess at where your sources and own analysis might lead. You can certainly alter your thesis statement as you read additional sources and develop your own interpretation of them and the historical question itself.

(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]).

*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. Feel free to contact me for help in developing your ideas.

The essay is to be written in paragraph form. It must 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 concluding paragraph that summarizes the argument and the evidence you used to support it

A really simple way to remember all this is:

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

What to keep in the back of your mind:

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 your historical question. In your analysis, you should 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 and arrived at different conclusions to a historical question. 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."

When using Quotations and Footnotes:

In developing your arguments, you will discover and sometimes borrow evidence and interpretations 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 for Footnotes and Bibliographic Citations

This must be done in Chicago Style. We will explore how to do this early in the semester. Additionally, you can refer to our 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.

Lastly, the research paper will each be evaluated according to three criteria:

Referencing your sources with footnotes and bibliography (10%)

Writing and organization (30%)

Argumentation and Supporting evidence (60%).

C) 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.

D) Online Seminar Participation (30%)

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

As noted on pgs. 1-2, for every Tuesday and Thursday “class” there will be group discussions (called “seminars”) based on that day’s readings. These are not live, but rather organized on the course D2L site like a message board where you will post. Students will prepare for these by doing the readings already available on D2L and considering the questions I’ve posted. You will post your answers on the Tuesday and Thursday before 11:59

pm, and then post your response to other students' interpretations on the Wednesday and Friday before 11:59 pm.

All postings are made in the "Discussion" link for that day's page. Your first posting should start a thread; the second one (your response a day later) should be made on another student's thread.

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

Your participation mark will be based on seminar activity, which is broken down as follows:

- 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:

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?

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](http://camosun.ca/services/accessible-learning/) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started: <http://camosun.ca/services/accessible-learning/>

Academic Integrity

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.

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.

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.

Research Paper Topics

A maximum of two people may sign up for each topic. Please confirm your choice with me by email.

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 Huda 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.