History 275:

The Modern World in Historical Perspective:

MEETING TIME: Mondays, 2:30pm to 5:20pm EST in DWE 3518.

INSTRUCTOR: Dr. Dylan A. Cyr, dacyr@uwaterloo.ca.
Office Hours: Mondays and Wednesdays, 1-2pm or by appointment. Office: PAS 1236 (ext 37018).
Teaching Assistant: Graduate student Kemal Koyu, kemal.koyu@uwaterloo.ca.

CALENDAR DESCRIPTION:
"This survey of the 20th century explores the non-Western world's response to a series of selected global themes: the rise of the West; post-colonialism; war and peace; human migration; culture; international organizations; climate change; human rights; disease; and globalization."

Antirequisite: Hist130; Prerequisite: Level at least 2A.

COURSE INTRODUCTION:
Welcome to History 275: The Modern World in Historical Perspective, a second-year survey of the 20th Century from the point-of-view of non-Western nations and states. For our selected theme, we will be examining war, peace, and international relations. In this, Asia will be given priority, though we have segments on Africa, the Middle East, the Pacific, and some Soviet content. In this search, we will highlight Great Power relations, the last phases of Western Imperialism, East-West tensions, the Cold War, decolonization, the anatomy of total wars, international organizations, and periods of peaceful coexistence. Other topics covered will include many of the aspects noted in the Calendar Description and we will keep an eye to the human impact of these events. Topics in greatest focus, this particular term, are Japan at war, Vietnamese national independence, and China's turbulent past century-and-a-half.

Pedagogical Goals: The applicable goals of this course are to imprint knowledge of the subject matter, entrench critical and analytical thinking, and to reinforce the tools of the historical trade. Students will be rewarded with an increased understanding of 20th Century world history and more refinement in how historians interpret the past and work with sources. Students will also have the opportunity to engage in complementary, student-led experiential learning that will increase skills in discourse analysis, public speaking, constructiveness, and self-reflection.
MEETING STRUCTURE:
This term, our roughly three hour meeting will be divided into a variety of learning activities. Typically the first third or even half of the meeting will be formal lecturing followed by a 10-minute break; the middle section will be based on student-led group learning activities and approaches, followed by another break; and our last little bit will be an assignment-focused, short Workshop, where applicable, mostly predicated upon advice and tips for the next written assignment.

TEXTS:

Recommended:

STUDENT EVALUATION:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
<td>Weekly, Scheduled Mondays</td>
</tr>
<tr>
<td>Document Study</td>
<td>15%</td>
<td>Tuesday 11 February 2020</td>
</tr>
<tr>
<td>Research Essay Proposal</td>
<td>10%</td>
<td>Tuesday 10 March 2020</td>
</tr>
<tr>
<td>Research Essay</td>
<td>30%</td>
<td>Tuesday 24 March 2020</td>
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<tr>
<td>Take-Home Final Examination</td>
<td>15%</td>
<td>Tuesday 14 April 2020</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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EVALUATION IN DETAIL:
Student assessment, via assignments, is detailed below.

Participation:
Participation grades are earned during our student-led learning activities, which usually takes place in the middle of our meeting. These activities (sometimes called "tutorial" by the instructor) are mostly group work and discussions based on assigned readings. Typically, this manifests as a free-styled discussion with the instructor asking questions with students answering individually; or small groups reading a few primary documents, answering standard document analysis questions on them, and then relaying that information to the class; and we have about three trivia contests based on lecture notes and functioning as periodic reviews of the lecture material and readings. During Trivia, students spend half of the tutorial time producing questions from course material and the other half engaging in answering through contest. We also have short Workshops, typically at the end of our meetings, where the instructor, TA, and students brainstorm and offer advice on practical tips for upcoming assignments. Workshops are usually 10-15 minutes and can also default as Q-and-A sessions for written assignments when needed. Last, on occasion, during lecture the instructor will ask questions and here students will have opportunities to participate. Instructor may, on occasion, add a link or additional document to our Learn page, at least one week prior, to its relevant meeting.

- The Participation grade is generated holistically by the instructor at the end of the term. Attendance is
expected but earns about half of the grade. The quality of participation generates the other half.

**Document Study:**
Students may choose from either a Speech Comparison or Film Analysis for their Document Study.

**Speech Comparison:**
Famous political speeches often serve as mission statements for entire civilizations and in this assignment students will compare and contrast two speeches. Read all of the speeches first, and then pick one of the pairs. Analyze and compare your speeches by answering most of the listed questions below. While this assignment is framed by the speeches and questions listed, students are expected to conduct some additional secondary research for supporting their points and arguments. Feel free to make use of a thesis statement.

For this assignment, please work from the following list of questions, though not every single question needs to be answered. These prompts are intended to spark creativity in working with the sources and to provide some avenues of approach for organizing your work.

- What are the basic messages and who is the audience?
- What content is focused on and what emotions are evoked? Are there any conspicuous absences (in other words, what is missing?)
- What type of reasoning is employed? What type of evidence is offered to back up claims?
- Are the speeches persuasive and to what degree are you convinced?
- Any major discursive problems within the speeches? (Discourse means how arguments are framed and produced). Where and with whom are blame and responsibility placed?

**First Pairing:**
- 08Aug1942: Mahatma Gandhi's "Quit India" speech: [https://en.wikipedia.org/wiki/Quit_India_speech](https://en.wikipedia.org/wiki/Quit_India_speech)

**Second Pairing:**
- 14Aug1945: Emperor Hirohito accepts the Allies' peace: [https://www.mtholyoke.edu/acad/intrel/hirohito.htm](https://www.mtholyoke.edu/acad/intrel/hirohito.htm)

- Your Speech Comparison should be about 4-5 pages in length, double-spaced, with use of Chicago-styled citations. This assignment is due electronically in the corresponding Dropbox on our Learn page.

…OR…

**Film Analysis:**
For better or for worse, the communications and art medium of popular film often introduces people to historical topics, even more so for regions of the world that we are less familiar with. Because film can provide emotionally evocative content and because it does reflect its own times, this term students will be submitting a Film Analysis near the Winter Break. In our course's iteration of a Film Analysis, students may choose from the following list of films to work from and from the following list of questions. Most of these questions should be addressed, but the weight given to each prompt is up to the student.
Students are also expected to conduct secondary research on reviews of the film. This can often be done through our Library's basic catalogue search. Also try looking at JSTOR and maybe also some popular review sites, like Rotten Tomatoes and IMDb, which offer some background, tidbits, and statistics on many films. The films are available on a variety of platforms, though mostly Netflix and the Public Library. Students may request the use of a film of their own choosing, but need the instructor's permission to diverge from the list.

Film Analysis Questions:

- What is the central point or argument of the film and were you persuaded by it?
- What does this film tell us about non-Western views of its particular 20th Century event?
- What role does culture play in this film? What role does politics play in this film? What East-West tensions exist?
- How does this film fit with other similar titles? Does it suffer inaccuracies? Would you recommend it?
- What did most reviewers think of the film? Any consensus on its reception?

Film List: The Bridge on the River Kwai (1957); Lawrence of Arabia (1962); Gandhi (1982); Spirited Away (2001); Hotel Rwanda (2004); Babies (2010); Captain Phillips (2013); Mandela: The Long Walk to Freedom (2013); First They Killed My Father (2017).

- This assignment should be 4-5 pages in length, double-spaced, separate title page and bibliography, make use of Chicago-styled citations. It is due in electronic version to the corresponding Dropbox on Learn.

Supplement: How to Write a Film Analysis Essay:
While our specific assignment here is framed by our list of films and questions to answer, students who want to dive deeper into Film Analysis writing are welcomed to explore further. Please see Carlton University's "A Guide to Writing a Film Studies Paper" at: https://carleton.ca/filmstudies/undergraduate/resources-and-forms/guide-writing-film-studies-paper/
If you'd like another perspective, try The University of North Carolina at Chapel Hill's Writing Center's online Film Analysis advice page at https://writingcenter.unc.edu/film-analysis/

Research Essay Proposal:
Research Essay Proposals help to direct a student's early stages of preparing for a research essay, and they can also help catch potential inefficiencies before they germinate. In this, the Proposal does expect to see preliminary work done by students, but does not hold students to the particulars as research papers evolve even in short spans of time. Format and style of the Proposal is up to the discretion of students.

Research Essay Proposals need to include five components, each worth one-fifth of the assignment's grade value:

1. Interest. Interest refers to your own curiosity in the topic.
2. Relevancy. Relevancy is asking you: why is this topic important? The term important is subjective, yes, but why do you think it is relevant, to both contemporaries (at the time) and to us today?
3. Thesis / Argument: To help give you direction and focus, it is a good idea to employ an argumentative and persuasive approach to your paper. The answer to a research question is often an effective way to produce a thesis statement.
4. Primary Sources: What primary sources do you anticipate using? A primary source is typically a document created at the time of an event, often by eye-witnesses, data, records, etc.


- This assignment is expected to be from 1-3 pages in length, double- or single-spaced, and must be submitted electronically to the corresponding Dropbox on Learn.

**Research Essay:**
Late in the term, students will submit a standard Research Essay on an appropriate component of 20th Century non-Western history since the late-1800s. Research Essays give students an opportunity to dig deeper into a topic—on top of developing research, writing, and analytical skills. The topic is of the student's own choosing and students are encouraged to research topics that interest them.

Please take advantage of the resources on our online library systems, as well, and feel free to contact your instructor and/or TAs to discuss appropriate topics, thesis construction tips, and aid in finding optimal resources. For those wanting suggestions on how to construct a thesis, my basic advice is such: ask a question, read up on the relevant material, and then, when you feel you have an answer, that answer will be your thesis statement. Late in the term, we will be hosting a corresponding Workshop with generalized advice on writing, organizing, and approaching your Research Essay.

Some suggestions: keep your scope manageable, like utilizing relatively short spans of years, zeroing in on just one event, or focusing on the foreign relations of two states, as opposed to an entire region, etc.; a compare-and-contrast model is traditionally an effective framework for constructing research essays, like two national leaders, two peace movements, two different years for the same individual or event, etc.; or perhaps try affirming the validity of an academic's thesis as an efficient framework. Do you agree or disagree with their overall and specific arguments?

- The length of this assignment should be about 7-9 pages, double-space in length; also have a cover page and bibliography separate from the page count; and utilizing Chicago-styled citations.

- For the grading of the essay and an advanced explanations of expectations, a rubric will be employed. The Research Essay grading rubric is available on our Learn page early in the term. Please read this rubric carefully as it lays out a range of expectations corresponding to an array of grades.

- This assignment will be due in an electronic version submitted to the corresponding Dropbox on Learn.

**Take-Home Final Examination:**
Towards the end of term, a Take-Home Final Examination will run for several weeks. Our Final Exam consists of three parts. In Segments 1 and 2, students choose to answer one question from a selection of questions related primarily to lecture content and sources used throughout the course. These sections are typically each 3-4 pages, double-spaced, in length. Segment 3 is a personal reflection on what students have academically and personally gained from this course and, while more subjective, is usually about 2-4 pages in length. Citations are either in Chicago-style, like footnotes or endnotes, or can be in-text and part of your discussion, like "...as discussed in our Empires of the Pacific lecture...."

For Segments 1 and 2, questions will be broad, often related to several lectures and or sources utilized through the term. For the reflection segment, questions asked may include: What you have gained—personally, intellectually, academically—from this course? How have you interpreted the
material: as in, how did it make you think about non-Western, 20th Century history? What challenges did you face with this course and how did you address them? What were your biggest take-aways, regarding the material, from this course?

On our last day we will be having a Workshop that will center on a Q-and-A session regarding any outstanding questions by the students and some general, overall advice on the Final Exam.

- The Final Exam will not be using a rubric, though there will be a Comments document and Guide document (similar to a rubric) posted in mid-March regarding the Final Exam.

- This assignment will be due in an electronic version submitted to the corresponding Dropbox on Learn.

**MEETING SCHEDULE:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Theme:</th>
<th>Weekly Readings / Participation Activity:</th>
<th>Workshop:</th>
<th>Assignments Due:</th>
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</thead>
<tbody>
<tr>
<td>Mon06 Jan</td>
<td>Introduction</td>
<td>Overfield, <em>Prologue</em>. Read on your own</td>
<td>Introductions</td>
<td></td>
</tr>
<tr>
<td>Mon13 Jan</td>
<td>Western Imperialism I</td>
<td>Overfield, Ch. 2: &quot;Asia, Africa, and Latin America in the Early 1900s&quot; (minus Neocolonialism and Revolution in Latin America)</td>
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<tr>
<td>Mon20 Jan</td>
<td>Western Imperialism II</td>
<td>Overfield, Ch. 7: &quot;Asia in an Era of Nationalism and Revolution&quot;</td>
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<tr>
<td>Mon27 Jan</td>
<td>Redrawing the Map</td>
<td>Overfield, Ch. 3: &quot;World War I and Its Global Significance&quot; (minus The Trauma of the Trenches)</td>
<td>Topic Selection</td>
<td></td>
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<tr>
<td>Mon03 Feb</td>
<td>Empires of the Pacific I</td>
<td>Review: Trivia</td>
<td>Resources</td>
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<tr>
<td>Mon10 Feb</td>
<td>Empires of the Pacific II</td>
<td>Slideshow: The Battle of Okinawa and Deployment of Atomic Bombs</td>
<td>Editing</td>
<td>- Document Study due Tues11Feb</td>
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<tr>
<td>Mon17 Feb</td>
<td>Winter Break</td>
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<td>Mon24 Feb</td>
<td>Cold War East Asia</td>
<td>Overfield, Ch. 10: &quot;Worlds Apart: The Soviet Union, the Soviet Bloc, and China&quot;</td>
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<tr>
<td>Mon02 Mar</td>
<td>Indochina Dissolved</td>
<td>Review: Trivia</td>
<td>Topic Selection</td>
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<tr>
<td>Mon09 Mar</td>
<td>Decolonization and the Middle East</td>
<td>Overfield, Ch. 11: &quot;The Emergence of the Third World&quot;</td>
<td>Editing</td>
<td>- Research Essay Proposal due Tues10Mar</td>
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<tr>
<td>Mon 16 Mar</td>
<td><strong>Decolonization and South Asia</strong></td>
<td>Overfield, Ch. 12: &quot;The 1970s and 1980s: Years of Challenge and Change&quot; (minus Political Change and Religious Currents in Latin America)</td>
<td>Essay Construction</td>
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<tr>
<td>Mon 23 Mar</td>
<td><strong>Decolonization and Africa</strong></td>
<td>Overfield, Ch. 6: &quot;Colonial Africa Between the Wars&quot;</td>
<td>Editing</td>
<td></td>
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<tr>
<td>Mon 30 Mar</td>
<td><strong>The Soviet Union</strong></td>
<td>Review: Trivia Online Evaluations</td>
<td>Final Exam Q-and-A</td>
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<td>Tues 14 April</td>
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<td>Take-Home Final Examination due Tues 14 April 2020 at 9am</td>
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**CLASS RESOURCES:**

Our Learn page:
UW has provided us with the invaluable resource of our very own UW-operated webpage for Hist275, complete with the syllabus, lecture slides, and other student-centered aids. In regards to mass communication between the instructor and all the students in Hist275, the Announcements segment of our Learn page will be the primary mode. Mass emails may be used as well. You are also expected to check your UW email and our Learn page's Announcements at least once daily during the work week, and especially before class begins.

For enhanced accessibility, Dr. Cyr will post that week's slides before the lecture and, typically, the notes after lecture. Learning in a lecture environment is important, though posted notes help with accidental absences, reinforcing lecture content, and studying for the Take-Home Final Exam. Students are expected to read all the notes.

Our Learn page will also host occasional additional material for reading or links of interest or documents assigned by the instructor. Additionally readings, if needed, will be posted at least six days prior to class.

UW Library:
Our Library at UW hosts online tools, like a basic catalogue search that is useful for our assignments; provides online access to links demonstrating proper Chicago-styled citations; facilitates access to JSTOR; and so much more.

JSTOR: To Access JSTOR:
- Start at the Library's home webpage at [https://library.uwaterloo.ca/](https://library.uwaterloo.ca/)
- "Research & journal databases" under Quick Links
- Go to "Browse by database title" at the bottom and click on "J"
- "JSTOR" is already listed at the bottom of the page
- Enter the relevant title under Advanced Search and voila!

Dr. Dylan A. Cyr's "Hist275" magazine on Flipboard:
For those curious about how this content additionally intersects with current events, please regularly follow my "Hist275" magazine on the Flipboard app, which is a collection of current news articles related
to Hist275's content. If not using the app on mobile, please find the "Hist275" magazine at: https://flipboard.com/@DylanACyr.

The Writing Centre:
UW's Writing and Communications Centre does a great job of aiding students with writing tips and with helping students get another perspective in understanding the grades their writing assignments received. You can pre-book appointments with WCC staff, or drop in at the Library for quick questions and feedback from WCC peer tutors. To book an appointment and to see drop-in hours, visit www.uwaterloo.ca/wcc and book some time to visit them in person. Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment. For distance learners, co-op students, and students at Stratford, Pharmacy, and Architecture campuses: "We provide a limited number of in-person appointments at the Pharmacy and Architecture campuses. Visit the WCC website for instructions on how to book one. Additionally, online appointments (using video and audio) are available to students who are cannot, for whatever reason, attend an in-person appointment on main campus. Simply request an online appointment when you book."

What are Primary Sources?
Primary sources are the physical and oral records left behind by contemporaries—people who witnessed, participated in, triggered, or were effected by important events. Primary sources in the historical discipline tend to be materials like census records, charters, constitutions, speeches, legislation, laws, voting records, referendums, weather data, agency and institutional records, proclamations, declarations, executive orders, treaties, codes, hearings, court records, church records, letters, photos, farmers' almanacs, licenses, passports, receipts, advertisements, passenger lists, immigration records, manifestos, birth and death certificates, hospital records, laboratory records, bank records, newspapers, magazines, pamphlets, technology reviews, scientific discoveries, songs, plays, literature, sound recordings, commercial catalogs, oral interviews, aerial photos, battlefield touring, regimental records, memoirs, diaries, blogs, folk art, canon art, public art, union newsletters, company and corporate records, public advisories, films, search engine records, and so on.

Recommended Text Reading Schedule:
For students interested in keeping pace with our recommended textbook, Michael Howard & WM. Roger Louis, The Oxford History of the Twentieth Century (2002), the following schedule is recommended:
By 20 January: Ch. 8: "The European Colonial Empires"
By 10 February: Ch. 12: "East Asia and the Emergence of Japan, 1900-1945"
By 24 February: Ch. 17: "East Asia" and Ch. 18: "China"
By 02 March: Ch. 19: "South-East Asia"
By 09 March: Ch. 21: "North Africa and the Middle East"
By 16 March: Ch. 22: "Africa"
By 23 March: Ch. 20: "South Asia"

OTHER:
Modifications: Instructor retains the ability to modify lecture titles and learning activities without prior notification. Instructor may make use of "volume 2" (living) syllabus, posted on our Learn page adjacent
the original syllabus, which updates and corrects any unforeseeable issues or inconsistencies.

**Late Work:** Marks will be deducted for assignments that are submitted after the due date. Deductions for all assignments except the Final, is 2% per day including weekends. Deductions for the Final Exam is 10% a day including weekends. Extensions are only available with acceptable medical (or other emergency-related) documentation, which must be obtained through the office of Academic Counselling, or at the instructor's discretion (see below).

**Extensions:** For those seeking extensions, email the instructor with your legitimate issue.

**Grade Contestations:** While students are welcomed to seek additional feedback, students must have a legitimate reason to seek an audience for grade contestation.

**Contact after Grades Released:** Please wait at least 36 hours after grades have been released to contact the instructor and/or teaching assistant(s) regarding relevant grade and feedback.

**Note on Plagiarism:** Plagiarism is a serious offence that can result in severe penalties. Please read the attached plagiarism policy. If you have any questions about proper citation styles or other related matters, please feel free to consult the instructor. It is prudent to obtain a writing guide and one is recommended above.

**Note on Electronic Devices:** Students are free to use a variety of noting taking devices, from trusty old pens and pencils with paper to laptops and cutting-edge tablets. Sound recording is also permissible in this course. However, note that the use of electronic devices is for course purposes only and students should refrain from distracting websites, personal communications, gaming (except some crystal collecting), and other non-course related activities.

**Children and the Classroom:** A distraction-free learning environment is one of our top priorities, yet this course understands that our lives are sometimes filled with challenges to our academic schedule. In regards to students who have little ones, our classroom is accepting and non-judgemental of the presence of children (during extenuating circumstances only), including children who nurse.

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity Webpage](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity Office Webpage](http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility) for more information.

**Discipline:** A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for their actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean.

For information on categories of offenses and types of penalties, students should refer to [Policy 71, Student Discipline](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm).
For typical penalties check: Guidelines for the Assessment of Penalties (http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals (http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

Note for Students with Disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.