

History of the 20th Century: 1901–1950

HIST E-107/W (Fall 2005)

Harvard University Extension School

Wednesdays 5:30–7:30 pm

phone: (617)495-4547

instructor: Donald Ostrowski

office: 51 Brattle St. E-703

email: don@wjh.harvard.edu

Course Assistants:

Karen J. Wilson

e-mail: kjwilson3@yahoo.com

phone: 617-660-3547 (o); 978-465-0934 (h)

Gail Gardner

e-mail: gparis13@post.harvard.edu

phone: 617-492-0618(h)

Ashley Pollock

email: ashleypollock@post.harvard.edu

phone: 617-390-5327

John Levy

email: johnisaaclevy@yahoo.com

phone: 781-324-1670

Discussion Section Day and Time and Room

Karen J. Wilson: Mondays 5:30 at 51 Brattle #121

John Levy: Mondays 5:30 at 51 Brattle #121

Ashley Pollock: Tuesdays 7:30 at 51 Brattle #721

Gail Gardner: Thursdays 5:30 at 51 Brattle #721

Course Website: <http://hudce7.harvard.edu/~ostrowski/20thcentury1>

Course Goals:

To investigate ideas about the history of the 20th century while reading critically, thinking logically, and questioning intelligently. To provide a method with which one might continue to study the artifacts of the human past and to encourage that study. As the philosopher of science Sir Karl Popper has written: “all teaching on the University level (and if possible below) should be training and encouragement in critical thinking.” In this course every fact, assertion, and interpretation about history is open to reconsideration. Merely accepting authority, invoking political considerations, or agreeing with the instructor is neither necessary nor sufficient for determining one’s own views. Such uncritical accepting, invoking, and agreeing are corrupting influences that tend to hinder the development of independent thinking. Ideas and arguments in this class will be accepted or rejected on the basis of three criteria: (1) logical coherence (i.e., no internal contradictions); (2) correspondence to external source testimony (i.e., no suppressed evidence); and (3) conceptual elegance (no unnecessary abstractions). For a fuller explanation, see the course handout “Three Criteria of Historical Study.”

Undergraduate Student Grading and Deadlines:

	<i>draft</i>	<i>grade</i>	<i>TPQN</i>
10% First Written Assignment	Oct 5	Oct 19	Nov 9
10% Mid-Term Quiz		Oct 26	
20% Second Written Assignment	Nov 2	Nov 16	Dec 14
30% Third Written Assignment	Dec 7	Dec 21	Jan 11
30% Final Examination		Jan 18	

In the written assignments you have a chance to demonstrate your conceptual thinking ability. The questions for the written assignments are on this syllabus. Prepare and write the essays outside of class and hand them in on the designated due dates. The first date is when you should hand in the draft (for comments, no grade) of each assignment. The second date is when you should hand in the revised version (for grade). The third date is the *terminus post quem non*, the date after which we will not accept any work on that assignment. The questions on the mid-term quiz and final exam will test your knowledge and thinking ability. Both tests will be given in the classroom. The mid-term quiz will take up the first half-hour of the class period on October 26. The rest of that class period will be a lecture. You will have an hour and a half on January 18 for the final exam.

Graduate Student Grading and Deadlines

	<i>draft</i>	<i>revision</i>	<i>TPQN</i>
10% First Written Assignment	Oct 5	Oct. 19	Nov 9
10% Mid-Term Quiz		Oct 26	
5% Proposal for Research Paper	Nov 2	Nov 16	-----
45% Research Paper	Dec 7	Dec 21	Jan 11
30% Final Examination		Jan 18	

In the research paper you have a chance to demonstrate your conceptual thinking ability and develop your research skills. It will be up to you to develop your own research topic with the approval of the teaching assistant (TA) and instructor (see recommended topics on page 12–13). First, consult with your TA and/or the instructor about focusing on a topic. Then follow the guidelines in *A Guide to the ALM Thesis*, 6th ed., pp. 12–41. Prepare and write draft and revisions of the proposal (2–3 pages) and research paper outside of class and hand them in on the designated due dates (see page 10 of this syllabus for further details). A grade representing 5% of your final grade is given for the proposal, and a proposal must be approved before we will accept the research paper itself. The first date is when you should hand in the draft (for comments, no grade) of each assignment. The second date is when you should hand in the revised version. The third date is the *terminus post quem non*, the date after which we will not accept any work on that assignment. The research paper should be between 5000 and 6500 words (approximately 20–25 pages) long, and you should use 12-point font. You must hand in two versions (“draft” and “revised”) of a proposal and two versions (“draft” and “revised”) of the research paper to receive a grade on that research paper.

Definitions of “Draft” and “Revised” Versions:

The “draft” of a paper is defined as the first version handed in. The “revised” version of a paper is defined as the next version handed in that addresses the TA’s or instructor’s comments made on the “draft”. Only the “revised” version will receive a grade. Returned drafts need to be handed in along with revised versions.

Note on Use and Citation of Sources:

The responsibility for learning the rules governing the proper use of sources lies with the individual student. In registering for a course, students agree to abide by the policies printed in the Extension School catalogue, pp. 233–235, which contains brief descriptions of plagiarism, cheating, and computer network abuse. Ignoring these policies may have unpleasant consequences. You will find an informative introduction to proper citation in Gordon Harvey’s *Writing with Sources: A Guide*

for *Harvard Students* (Indianapolis: Hackett, 1998), which is available at the Harvard Coop and online at <<http://www.fas.harvard.edu/~expos/sources>>.

Examinations:

The questions on the mid-term quiz and final exam will test your knowledge and thinking ability. Both tests will be given in the classroom. The mid-term quiz will take up the first half-hour of the class period on October 26. The rest of that class period will be a lecture. You will have 1½ hours on January 18 for the final exam. I will hand out sample questions for each exam.

Required Reading. The following books are required and are available at the Harvard Coop:

* Carter Vaughn Findley and John Alexander Murray Rothney, *Twentieth-Century World*, 5th ed., Boston: Houghton Mifflin, 2002.

Standard textbook treatment of the history of the first half of the 20th century

* James H. Overfield, *Sources of Twentieth-Century Global History*, Boston: Houghton Mifflin, 2002.

Selections from primary sources

Especially Recommended for Graduate Students. The following book is a particularly useful resource for selecting a topic and for doing your research paper:

○ Michael D. Richards and Philip F. Reilly, *Term Paper Resource Guide to Twentieth-Century World History*, Greenwood Publishing, 2000.

Optional Reading. For those of you who are interested in more information about the 20th century, I recommend:

○ Martin Gilbert, *A History of the Twentieth Century*, vol. 1: 1900–1933, New York: Avon Books, 1997; vol. 2: 1933–1951, New York: Avon Books, 1998.

A year-by-year account

Additional Required Reading Options. Choose *three* (3) of the following books. I did not order them through the Coop because they all are widely available trade books:

○ Chinua Achebe, *No Longer at Ease* (first published in 1960), fiction.

One Ibo's reaction to British colonialism in Nigeria

○ Tadeusz Borowski, *This Way for the Gas, Ladies and Gentlemen* (all stories published by 1951), ostensibly fiction.

Tales of daily life in Auschwitz

○ Vera Brittain, *Testament of Youth: An Autobiographical Study of the Years 1900–1925*, Penguin, 1994, memoirs.

England in the first quarter of the 20th century

- Freeman Dyson, *Disturbing the Universe* (published in 1979), memoirs.
Career of a 20th-century physicist
- Carlos Fuentes, *The Years with Laura Díaz*, trans. Alfred MacAdam, New York, Farrar, Straus and Giroux, 2000, fiction.
A critique of 20th-century Mexican history
- Boris Pasternak, *Dr. Zhivago* (first published in 1958).
Russia in war in revolution
- Victor Herman, *Coming Out of the Ice: An Unexpected Life*, 1st ed., New York: Harcourt Brace Jovanovich, 1979, memoirs. (Note: The Freedom International Press edition [1984] is the same but with the expletives deleted.)
Life in the Gulag
- Werner Heisenberg, *Physics and Beyond: Encounters and Conversations* (published in 1971), autobiography.
German scientist's reminiscences
- Michikhiko Hachiya, *Hiroshima Diary: The Journal of a Japanese Physician, August 6 – September 30, 1945. Fifty Years Later*, ed. and trans. Werner Wells, Chapel Hill: University of North Carolina Press, 1995.
First-hand account of Hiroshima after the atom bomb was dropped
- Jawaharlal Nehru, *Toward Freedom: The Autobiography of Jawaharlal Nehru* (originally published in 1941), memoirs.
Nehru's account of the Indian independence movement
- Erich Maria Remarque, *All Quiet on the Western Front* (first published in 1919), fiction
Life and death in World War I
- Ignazio Silone, *Bread and Wine* (first published in 1936, revised in 1955), fiction.
A communist struggles against Fascism in Italy
- Albert Speer, *Inside the Third Reich*, trans. Richard and Clara Winston, New York: Macmillan, 1970.
One of Hitler's top advisers tells all.
- Aisin-Gioro Pu Yi, *From Emperor to Citizen: The Autobiography of Aisin-Gioro Pu Yi*, trans. W. J. F. Jenner (first published in 1953) (also published as *The Last Manchu: The Autobiography of Henry Pu Yi Last Emperor of China*, ed. Paul Kramer, trans. Kuo Ying Paul Tsai, Pocket Books, 1987), non-fiction.
A former emperor's description of changes in China

* available at Harvard Coop textbooks department

○ available for purchase at virtual bookstores (like Amazon.com, BarnesandNoble.com, Borders.com, VarsityBooks.com, BookFinder.com, BiblioFind.com, etc.), and at physical bookstores (like the Harvard Coop book store, Harvard Bookstore, etc.), or at your local library.

Lectures:**Readings:**A. *Introduction to the Course*

Sept 21 1. Introduction: History as Investigation (or: “How Can We Be Sure That Albert Einstein Was Not a Crank?”) “Three Criteria of Historical Study”

2. The World at the Beginning of the Twentieth CenturyB. *War and Revolution*

Sept 28 1. The Origins of World War I: Diplomacy Gives Way to the Railroad Timetable Findley: 2–53
video: KCET/BBC, “The Great War” (excerpts) *Sources* 1–13, 22–24, 34–36, 50–58
 Handout: Freud Britain, Testament*

Oct 5 2. World War I Findley: 54–80
video: KCET/BBC, “The Great War” (excerpts) *Sources* 73–91
Draft of 1st Written Assignment Due Remarque, All Quiet

Oct 12 3. The Russian Revolution: Or, How Not to Make a Revolution Part I Findley: 81–89
video: “Marxism: The Theory That Split the World” *Sources* 43–47, 91–98
 Handout: Lenin Pasternak, Dr. Zhivago

Oct 19 4. The Russian Revolution: Or, How Not to Make a Revolution Part II Findley: 90–101
video: WGBH and Thames Television, “Stalin (2): Despot” *Sources* 135–143
1st Written Assignment for Grade Due Herman, Coming

Oct 26 (5:30–6:00) **Mid-Term Quiz** (30 minutes)

(6:00–7:25) 5. The Mexican Revolution Findley: 144–164
video: Carlos Fuentes, “Buried Mirror (4): The Price of Freedom” *Sources* 47–50, 145–165
Fuentes, Laura Díaz

C. *The Early Twentieth Century: “A Nightmare from Which I Am Trying to Awake”*

- Nov 2 1. Africa under Colonial Rule Findley: 165–187
 video: Basil Davidson, “Africa: The Story of a Continent (6):
 This Magnificent African Cake” *Sources* 14–17,
 31–33, 167–194
Draft of 2nd UG Written Assignment Due Achebe, *No Longer at Ease*
Draft of Graduate Research Proposal Due
- Nov 9 2. Between the World Wars: The Turn to Findley: 102–143
 Dictatorship *Sources* 99–105, 119–134, 198–211
 video: “The Third Reich (1): The New Regime” Handout: Adolf Hitler
Terminus post quem non for 1st Written Assignment Silone, *Bread and Wine*
- Nov 16 3. India: From Raj to Swaraj Findley: 188–204
 video: James Cameron, “Gandhi” *Sources* 17–20, 24–27, 211–221
2nd UG Written Assignment for Grade Due Handout: Gandhi
Graduate Research Proposal for Grade Due Nehru, *Toward Freedom*
- Nov 30 4. The Middle Kingdom in Crisis: China Findley: 205–209
 video: “The Genius That Was China (3): The Threat
 from Japan” (pt. 1) *Sources* 39–43, 58–60,
 105–108, 221–229
 Pu Yi, *Autobiography*
- Dec 7 5. Japan: Ichi-oku isshin (One Hundred Million Findley: 210–217
 with One Heart) *Sources* 27–30, 229–234
 video: “The Genius That Was China (3): The Threat
 from Japan” (pt. 2) Hachiya, *Hiroshima Diary*
Draft of 3rd UG Written Assignment Due
Draft of Graduate Research Paper Due

D. *The Race between Education and Catastrophe*

- Dec 14 2. Origins of World War II and the Holocaust Findley: 218–225
 video: “The Third Reich (3): A Nation Falls” *Sources* 241–256
Terminus post quem non for 2nd UG Written Assignment Borowski, *This Way*

Dec 21	<p>1. <u>Intellectual, Cultural, and Technological Developments</u> <i>video</i>: James Burke, “Connections (8): The Long Chain” 3rd UG Written Assignment for Grade Due Graduate Research Paper Due for Grade</p>	<p>Handout: “Knowing and Doing” <i>Sources</i> 65–69, 112–119 Handout: de Beauvoir Handout: Picasso <u>Heisenberg, <i>Physics and Beyond</i></u></p>
Jan 4	<p>3. <u>World War II in Europe and the Pacific</u> <i>video</i>: WGBH and Thames Television, “Stalin (3): Generalissimo”</p>	<p>Findley: 226–243 <i>Sources</i> 256–266 Handout: Einstein <u>Speer, <i>Inside the Third Reich</i></u></p>
Jan 11	<p>4. <u>The Origins of the Cold War: It Takes Two to Tango</u> <i>video</i>: CNN, “Cold War (4): Berlin 1948–1949” <i>Terminus post quem non</i> for 3rd UG Written Assignment <i>Terminus post quem non</i> for Graduate Research Paper</p>	<p>Findley: 244–252 <i>Sources</i> 266–275 Handout: Stalin Handout: Roosevelt <u>Dyson, <i>Disturbing</i></u></p>
Jan 18	<p>Final Examination</p>	

* Note: I have indicated by double underlining the recommended week for reading each of the additional-required-reading-option books.

Essay Assignments

First Written Assignment: Presenting Evidence

In class, you have been given a handout with four sets of readings on (1) Mohandas K. Gandhi (2) Sigmund Freud, (3) Pablo Picasso, and (4) Vladimir Lenin. Read all four sets and then choose one to write about.

You are to write two-and-one-half (2½) pages (or about 625 words), which will contain a total of five (5) double-spaced paragraphs—which most likely will appear as two on the first page, two on the second, and one on the third. The first paragraph will be an introduction (which you may want to write last). This introductory paragraph provides some orientation to the reader for what follows and a statement of the main theme of your essay. The next three paragraphs are to be brief summaries of each major section within the set you have chosen. Thus, for the Sigmund Freud set of readings, you will write one paragraph summarizing the selection from the primary source, Freud's *The Origins of Psychoanalysis*. You will write one paragraph summarizing the selection from Anthony Storr. And you will write one paragraph summarizing the selection from Peter Gay. The wording of your summaries should be **as neutral** as you can make it—no editorializing and no value judgments either explicit or implicit.

In your fifth paragraph, you will briefly recapitulate your main theme and point out evidence from the summary paragraphs that relate to this theme. Briefly give your own opinion about the set of readings you have just summarized. Ideally, whatever you mention in the fifth paragraph, you should have previously referred to in one of the first four paragraphs. Make sure there is some correlation between your first (introductory) paragraph, where you state the theme of your paper, and your fifth (concluding) paragraph, where you present your conclusions.

This exercise is meant to fulfill two purposes: (1) to allow you to demonstrate that you know the difference between straight presentation of evidence, on the one hand, and analysis and interpretation, on the other; and (2) to give you practice in succinct summarizing and characterization of what you have read.

Second Written Assignment: Formulating a Logical Argument
(20% of course grade)

Pick one of the books under “Additional Required Reading Options” (pp. 3–4) and read it. Choose something—a statement, argument, or interpretation—that interests you in the book and analyze it—that is, take it apart into its component parts. In writing up your analysis, include a logical argument. A logical argument is a chain of reasoning, such that if the premises are accepted, then the conclusion must be accepted. An example of a chain of reasoning formulated in the early fifth century A.D. follows. It is from Augustine’s *Confessions* and is an argument against astrology:

I turned my attention to the case of twins, who are generally born within a short time of each other. Whatever significance in the natural order the astrologers may attribute to this interval of time, it is too short to be appreciated by human observation and no allowance can be made for it in the charts that an astrologer has to consult in order to cast a true horoscope. His predictions, then, will not be true, because he would have consulted the same charts for both Esau and Jacob and would have made the same predictions for each of them, whereas it is a fact that the same things did not happen to them both. Therefore, either he would have been wrong in his predictions or, if his forecast was correct, then he would not have predicted the same future for each. And yet he would have consulted the same chart in each case. This proves that if he had foretold the truth, then it would have been by luck, not by skill.

The outward signs of a logical argument can include “if ..., then ...” phrases, and words like “therefore” and “thus.” Sometimes these words and phrases are only implicit. In the passage above, Augustine uses two “if ..., then...” constructions and one “[t]herefore.” The point is that, unless the argument is a fallacious one and therefore not logical, the only way to avoid acceptance of the conclusion is to attack the premises or the evidence that argument relies on.

Present as fairly as you can whatever it is you are analyzing and whatever evidence or logical arguments would seem to support it. Then marshal your evidence and logical arguments for and/or against it. For example, you might analyze an assertion made in Vera Brittain’s *Testament of Youth*, Chinua Achebe’s *No Longer at Ease*, Carlos Fuentes, *The Years with Laura Diaz*, or another one of the books on the list. You could point out evidence and argument that shows this assertion is a faulty one or evidence and argument that corroborates it. You might argue that the assertion is a simplistic one that does not take into account the complexity of the issue. Or you might argue that the statement is a particularly incisive one that clarifies an issue. In any event, we will judge your essay on the logic of the argument and your use of evidence, not on what you decide to analyze.

Your essay should be no longer than 1250 words (approximately five [5] pages). This exercise is meant for you to develop and demonstrate your analytical skills. Follow the same procedure as you did in the first essay in terms of stating your main theme in the first paragraph, presenting your evidence and logical argument in the middle paragraphs and recapitulating your theme in the final paragraph. But do pick a topic different from that of your first essay. We will judge your essay on the basis of the criteria discussed in the “Course Goals” and in “Three Criteria of Historical Study.”

Third Written Assignment: Constructing an Interpretation
(30% of course grade)

Choose and read two other books on the “Additional Required Reading Options” list (pp. 3–4). Your assignment is to construct an interpretation that provides an explanation of a set of related primary source evidence. By this point in the course, you will be familiar with a number of different interpretations of aspects of world history from 1901 to 1950. And you now have had a chance to formulate your own interpretation.

You might, for example, begin your essay by analyzing the point of view of the authors of the two books you have chosen. You could then present your own point of view on this aspect or aspects of world history. Try to tie your paper in with other readings in the course and the lectures, or even one or more of the films. An interpretation is an explanation of something. While it can involve use of, and be based on, logical argument, it goes beyond the argument itself to try to elucidate why something is the way it is. An interpretation in historical study can take the form of a narrative or of an analysis, but it should, in any case, fulfill the requirements of a hypothesis testable against the evidence with more research.

An example of an analytical interpretation follows. It is taken from Garrett Mattingly, *The Armada* (p. 397), in which Mattingly explains what is and what is not significant about the defeat of the Spanish Armada in 1588 at the hands of the English:

Historians agree that the defeat of the Spanish Armada was a decisive battle, in fact one of the Decisive Battles of the World, but there is much less agreement as to what it decided. It certainly did not decide the issue of the war between England and Spain. Though no fleet opposed Drake, ... the war dragged itself out for nearly fourteen years more ... and ended in no better than a draw. Some historians say that the defeat of the Armada “marked the decline of the Spanish colonial empire and the rise of the British.” It is hard to see why they think so. By 1603, Spain had not lost to the English a single overseas outpost, while the English colonization of Virginia had been postponed for the duration. Nor did the Armada campaign “transfer the command of the sea from Spain to England.” English sea power in the Atlantic had usually been superior to the combined strengths of Castile and Portugal, and so it continued to be, but after 1588 the margin of superiority diminished. The defeat of the Armada was not so much the end as the beginning of the Spanish navy.

Mattingly characterizes his interpretation in the last line and presents this explanation as a way of understanding the evidence and the logical surmises we make from that evidence. The statement that the Armada’s defeat represented the beginning of the Spanish navy is also a hypothesis that can be tested against the evidence by doing further research.

Your essay should be no longer than 2500 words (approximately ten [10] pages). Not only should the essay be your own work, it should also show some originality. Merely repeating someone else’s interpretation does not fulfill the assignment. Follow the same procedure as you did in the first two essays in terms of stating your main theme in the first paragraph, presenting your evidence and logical argument in the middle paragraphs and recapitulating your theme in the final paragraph. But do pick a topic different from those of your first two essays. We will judge your essay on the basis of the criteria discussed in the “Course Goals” and in “Three Criteria of Historical Study.”

Some possible ways to proceed: You could write a paper on two of the books you have read for this course. For example you could choose one (1) of the following reading options. Read the two (2) books listed under that option. Compare and analyze them. Interpret (i.e., explain) the findings of your comparison and analysis. Your interpretation (explanation) should be based on a fair presentation of the evidence and structured argument. Be sure to place your findings in a historical context by relating them to the lectures, discussions, or other readings in the course. You are allowed to substitute a book or books for any of the following with the instructor's permission.

Reading Option 1

- Carlos Fuentes, *The Years with Laura Díaz*, trans. Alfred MacAdam, New York, Farrar, Straus and Giroux, 2000, fiction.
- Chinua Achebe, *No Longer at Ease* (published in 1960), fiction.
Question for consideration: In both books, the authors focus on the theme of alienation, one in regard to Latin America, the other in regard to Africa. How do they do so and how representative are their respective depictions of alienation in the modern world?

Reading Option 2

- Freeman Dyson, *Disturbing the Universe* (published in 1979), memoirs.
- Werner Heisenberg, *Physics and Beyond: Encounters and Conversations* (published in 1971), autobiography.
Question for consideration: Both Heisenberg and Dyson were scientists and advised their respective governments during World War II. To what extent were their different experiences affected by the fact that one was in Germany and the other in England?

Reading Option 3

- Tadeusz Borowski, *This Way for the Gas, Ladies and Gentlemen* (all stories published by 1951), ostensibly fiction.
- Victor Herman, *Coming Out of the Ice: An Unexpected Life*, (published in 1979), memoirs.
Questions for consideration: Both books can be categorized as “concentration camp literature.” What kind of experiences do the authors have in common and what kind are contrasting? To what extent can we attribute the commonality of experiences to the phenomenon of the concentration camp and to what extent can we attribute the contrasts to the differences in the respective societies?

Reading Option 4

- Jawaharlal Nehru, *Toward Freedom: The Autobiography of Jawaharlal Nehru* (first published in 1941), non-fiction.
- Aisin-Gioro Pu Yi, *From Emperor to Citizen: The Autobiography of Aisin-Gioro Pu Yi*, trans. W. J. F. Jenner (first published in 1953), non-fiction
Questions for consideration: Both writers were involved with issues of how the government in their respective countries should be run. To what extent do they come to similar conclusions and to what extent do their ideas differ? How do the differences between China and India affect their views?

Reading Option 5

- Vera Brittain, *Testament of Youth: An Autobiographical Study of the Years 1900–1925*, Penguin, 1994, memoirs.
- Michikhiko Hachiya, *Hiroshima Diary: The Journal of a Japanese Physician, August 6 – September 30, 1945. Fifty Years Later*, ed. and trans. Werner Wells, Chapel Hill: University of North Carolina Press, 1995.
Questions for consideration: Both writers suffered personal loss and tragedy as the result of World Wars, Brittain in the First World War and Hachiya in the Second. To what extent are their reactions to these tragic losses similar and to what extent different? How do the differences in their cultures, their genders, and their professions affect their respective reactions?

Reading Option 6

- Boris Pasternak, *Dr. Zhivago* (first published in 1967).
- Ignazio Silone, *Bread and Wine* (first published in 1936, revised in 1955), fiction.
Questions for consideration: In the narratives of both books the characters find their lives fundamentally changed by regime changes in their respective countries. How do these changes compare? To what extent are the changes related to the introduction of Fascism in Italy (*Bread and Wine*) and Communism in Russia (*Dr. Zhivago*)? To what extent can the differences be attributed to cultural differences in their respective countries?

Reading Option 7

Choose your own two books to compare. Formulate your own question or questions to answer.
Note: Please obtain instructor or course assistant approval for your topic.

Other possible questions to consider: Do those countries that have European cultures and those countries that have non-European cultures have anything to learn from each other? If so, what new synthesis will emerge? If not, why not?

What effects did the European expansion have on the rest of the world? What were some of the positive and negative social and economic aspects of European domination?

Why does political repression occur? What role has it played in the twentieth century? Could it happen here?

What attempts have been made to eliminate exploitation and injustice in human societies? How successful have those attempts been?

Graduate Research Proposal

(2–3 pages) (500–750 words) (5% of final grade)

In your proposal, which should be 2–3 pages long, you need to indicate a tentative title for your research paper. Then devote a paragraph to each of the following points:

1. Description of research question(s)
2. Description of tentative answer (hypothesis)
3. Types of sources you plan to use to test your hypothesis
4. Broader implications of your research
5. Working bibliography

For format style, consult *A Guide to the ALM Thesis*, 6th ed. (available on-line at <http://www.extension.harvard.edu/2004-05/libarts/alm/reqs/thesis.jsp#resources>)

Graduate Research Paper

(20–25 pages) (5000–6500 words) (45% of final grade)

In your research paper, follow the standard format for an expository essay. State your hypothesis upfront. Provide a roadmap for the reader to show how you will present the results of your research. Then close with a conclusion that recapitulates your hypothesis and any modifications that you have made in it along the way. You may choose to research further an aspect of one of the following controversies that will be discussed in the lectures:

- Relationship of Science and Religion
- Origins of the Russian Revolution of 1917
- Comparison of French and British Colonial Policies
- Rise of Naziism. How and Why Did It Occur?
- War in the Pacific: Japanese-American Conflict 1941–1945
- Origins of the Cold War
- The Nature of Historical Study

Or you may choose one of the topics from Richards and Reilly, *Term Paper Resource Guide*, to develop further, among which are:

- The First Manned Flight, 1903
- The Russian Revolution of 1905
- Pablo Picasso and Cubism, 1907
- The Mexican Revolution 1910–1920
- The 1911 Revolution in China
- The Suffrage Movement in Britain before World War I, 1906–1914
- The Battle of the Somme, 1916
- The French Army Mutinies, 1917
- The Home Front in World War I, 1914–1918
- The Paris Peace Conference, 1919

- The May 4th Movement in China, 1919
- The British Mandate of Palestine, 1922
- The New Economic Policy in Russia, 1921–1928
- Mustafa Kemal Atatürk and the Founding of the Republic of Turkey, 1923
- The Northern Expedition in China 1926–1928
- Alexander Fleming and the Discovery of Penicillin, 1928
- Sigmund Freud’s *Civilization and Its Discontents*, 1930
- Gandhi’s Salt March, 1930
- Mao Zedong and the Long March 1934–1935
- General Broadcasting of Television in Great Britain, 1936
- Kita Ikki and Ultrationalism in Japan, 1936–1937
- The Rape of Nanking, 1937
- The Spanish Civil War, 1936–1939
- The Munich Agreement, 1938
- The Nazi-Soviet Pact, 1939
- The Holocaust, 1941–1945
- The Yalta Conference, 1945
- The Use of Atomic Bombs in World War II, 1945
- The Invention of the Computer 1944–1946
- Juan Peron and Argentine Politics, 1946–1955
- Ho Chi Minh and the Vietnamese War against the French, 1946–1954
- The Independence of India and Pakistan, 1947
- The Establishment of the State of Israel, 1948
- The Berlin Blockade and Airlift, 1948–1949
- The Victory of the Chinese Communist Party, 1949

Another possible topic concerns Big History and the various attempts to encompass it:

- Chaisson, Eric J. *Cosmic Evolution: The Rise of Complexity in Nature*. Cambridge, MA: Harvard University Press, 2001.
- Christian, David. *Maps of Time: An Introduction to Big History*. Berkeley: University of California Press, 2004.
- McNeill, J. R. and William H. McNeill. *The Human Web: A Bird’s-Eye View of World History*. New York: W. W. Norton, 2003.
- Spier, Fred. *The Structure of Big History: From the Big Bang until Today*. Amsterdam: Amsterdam University Press, 1996.

For a description of what Big History is and for further bibliography, check the University of Amsterdam’s web site:

<http://www.iis.uva.nl/english/object.cfm?objectID=21E38086-9EAF-4BB2-A3327D5C1011F7CC>.

You may also pick a topic or topics of your own with the approval of your teaching assistant or the instructor.

Course Ground Rules

This syllabus is a statement of intent and not a legal contract. As such, I reserve the right to change or modify it, but changes or modifications will be done only with fair warning. At the Extension School, Harvard University standards apply across the board, including amount of work required and grading. There is no watering down or special allowance in this regard.

The course is writing intensive, which means you will have a chance to practice your writing skills and receive comments on your essays more than in the usual history course. It does not mean that we guarantee to make you a better writer, nor will you be evaluated on your writing skills, except insofar as lack of such skills negatively affects the articulation of your ideas. Becoming a better writer, like learning in general, is up to you. The world of learning is open to you and the process is never ending. One of the aims of this course is to provide you a means to continue studying history on your own after the course is over. We will do our best to assist you in the learning process, but in the end what you get out of the course is mainly up to you.

There are fifteen 2-hour classes in this course. Even if I wanted to I could not possibly cover all of 20th-century history during class time. What I can do is select certain topics and go into a little more depth than the readings provide. One of the aims of this course is to inspire you to investigate aspects of history on your own. I will try to provide to you some indication of what to look for and how to orient yourself when undertaking that further investigation. I firmly believe that every person benefits from learning to be their own historian. As a result, the human community benefits as well. For that to happen, however, you must not uncritically and unquestioningly adopt someone else's interpretations, but instead you must think things through for yourself and come to your own conclusions. That is why I place so much emphasis on method, as opposed to so-called "facts." Facts as such are not given but are frequently the result of some historian's (biased) interpretation and (faulty) argument. It is up to you to spot the biases and fallacies and to ascertain the evidence for yourself. As A. W. Tozer wrote: "The best book is not the one that informs merely but the one that stirs the reader up to inform him [or her]self" ("Some Thoughts on Books and Reading," p. 149).

Since the time is limited, I cannot engage in extended class discussions while giving the lecture. I do encourage you to ask questions in terms of points of clarification and contributing to general understanding. If you have a point or points of dispute with something in the lecture (that is, you understand what I am saying but you do not agree with it), I am more than willing to discuss the issues with you outside class, but class time is short and we should all try to use it efficiently.

Give us at least *one week* to grade each of your assignments. We would prefer that you not ask special favors in terms of getting your paper back in less time. You may, however, hand in your assignments earlier than the deadlines. We will mark the drafts with a ✓-, ✓, or ✓+. The ✓- means a total rewrite is necessary and you should talk with your teaching assistant about it. A ✓ means you are headed in the right direction but substantial changes are required. A ✓+ means your essay is almost there in terms of getting a good grade. It does not, however, guarantee an A on the next version. If you choose not to hand in a revised version after you have done the draft, we will count the assignment as incomplete and will enter the following equivalent grades for computation of your final course grade: ✓- = D; ✓ = C; ✓+ = B. Please consider this as an incentive to complete the assignments.

An extension (EXT) on the grade for the course will be granted to undergraduates only if the first two writing assignments have been completed (i.e., only the 3rd writing assignment still due) and for graduate students only if the 1st writing assignment and the proposal have been completed (i.e., only the research paper due).

Finally, I urge you to be open to new ideas, tolerant of different viewpoints, and willing to try to understand that which may seem alien. Learning should be an enjoyable process, which is not to say that hard work is not involved. But that hard work can evoke a sense of satisfaction and achievement. The ultimate goal in this course is for you to come away with a sense of the joy of learning about what before was unknown and of understanding what before was puzzling. That is our common endeavor.

Provisional Movie Schedule Fall 2005
History of the 20th Century
 (All films shown at 7:45 p.m. in Grossman Common Room)

<i>Date</i>	<i>Film</i>	<i>Lecture</i>
September 21	<i>Breaker Morant</i> (1980) [107 min.]	Beginning of 20 th Century
September 28	<i>A Night to Remember</i> (1958) [123 min.]	Pre-World War I
October 5	<i>All Quiet on the Western Front</i> (1930) [131 min.]	World War I
October 12	<i>Dr. Zhivago</i> (1965) [197 min.]	Russian Revolution I
October 19	<i>Burnt by the Sun</i> (1994) [152 min.]	Russian Revolution II
October 26	<i>Viva Zapata!</i> (1952) [113 min.]	Mexican Revolution
November 2	<i>Le Grand blanc de Lambarene</i> (1999) [93 min.]	Africa
November 9	<i>The Great Dictator</i> (1940) [124 min.]	Between the World Wars
November 16	<i>Gandhi</i> (1982) [188 min]	India
November 30	<i>The Last Emperor</i> (1987) [160 min]	China
December 7	<i>Empire of the Sun</i> (1987) [154 min.]	Japan
December 14	<i>Tora! Tora! Tora!</i> (1970) [144 min.]	Origins of WW II
December 21	<i>Madame Curie</i> (1943) [124 min.]	Science
January 4	<i>The Pianist</i> (2002) [150 min.]	Holocaust
January 11	<i>The Cranes Are Flying</i> (1957) [97 min.]	World War II

*All showings begin at 7:45 p.m. in Grossman Common Room (51 Brattle St., 2nd floor). Viewing the films is entirely optional, and you need not attend the showing after class. Almost all of these films are available on VHS and/or DVD format that can be rented or bought.