History of the 20th Century: 1901–1950

HIST E-107/W (Fall 2002)

Harvard University Extension School
Wednesdays 5:30–7:30 pm
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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:

		draft	*grade*	*TPQN*
10%	First Written Assignment	Oct 2	Oct 16	Nov 6
10%	Mid-Term Quiz	Oct 23		
20%	Second Written Assignment	Oct 30	Nov 13	Dec 4
30%	Third Written Assignment	Nov 27	Dec 11	Jan 8
30%	Final Examination	Jan 15		

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 23. The rest of that class period will be a lecture. You will have an hour and a half on January 15 for the final exam.

Graduate Student Grading and Deadlines

	draft	*revision*	*TPQN*
Proposal for First Research Paper	Oct 2	Oct. 16	Oct. 23
10% Mid-Term Quiz	Oct 23		
30% First Research Paper	Oct 30	Nov 13	Dec 4
Proposal for Second Research Paper	Nov 6	Nov 20	Nov 27
30% Second Research Paper	Nov 27	Dec 11	Jan 8
30% Final Examination	Jan 15		

In the research papers 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 course assistant and instructor. First, consult with your course assistant and/or the instructor about focusing on a topic. Then follow the guidelines in *A Guide to the ALM Thesis*, 5th ed., pp. 10–41. Prepare and write the proposals and research papers outside of class and hand them in on the designated due dates. No grade is given for the research paper proposals, but a research paper 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 (for grade). The third date is the *terminus post quem non*, the date after which we will not accept any work on that assignment. Each research paper should be between 3000 and 3750 words (approximately 12–15 pages) long, and you should use 12-point font.

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 23. The rest of that class period will be a lecture. You will have an hour and a half on January 15 for the final exam.

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. 188–189), which contains brief descriptions of plagiarism, cheating, and computer network abuse. Ignoring these policies may have unpleasant consequences. You will find an excellent 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>.

Required Reading. The following books are required. They should be available at the Harvard Coop:

* Martin Gilbert, *A History of the Twentieth Century*, vol. 1: *1900–1933*, New York: Avon Books, 1997.
A year-by-year account

* Martin Gilbert, *A History of the Twentieth Century*, vol. 2: *1933–1951*, New York: Avon Books, 1998.
A year-by-year account

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

Optional Reading. For those of you who would like a standard textbook treatment, I recommend:

* J. A. S. Grenville, *A History of the World in the Twentieth Century*, vol. 1: *Western Dominance, 1900–1947*, Enlarged ed., Cambridge, MA: Harvard University Press, 2000.
Standard textbook treatment of the history of the first half of the 20th century

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 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

○ Evgeniia Ginzburg, *Journey into the Whirlwind*, New York, Harcourt Brace Jovanovich, 1967, memoirs.
First-hand account of the Stalinist purges

○ Fyodor Gladkov, *Cement*, trans. A. S. Arthur and C. Ashleigh, Northwestern University Press, 1994 (first published in 1925), fiction.
Early days of the Soviet Union

○ 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

Note: Under "Lectures/Readings" on pages 5 through 7 of this syllabus, I have indicated by double underlining the recommended week for reading each of the additional-required-reading-option books.

* available at Harvard Coop textbooks department

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

Lectures:		**Readings:**
	A. *Introduction to the Course*	
Sept 18	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 Century	
	B. *War and Revolution*	
Sept 25	1. The Origins of World War I: Diplomacy Gives Way to the Railroad Timetable *video:* KCET/BBC, "The Great War " (excerpts)	Gilbert, I: 1–122 *Sources* 1–13, 22–24, 34–36, 50–58 Handout: Freud Brittain, *Testament*
Oct 2	2. World War I *video:* KCET/BBC, "The Great War" (excerpts) **Rough Draft of First Essay Due**	Gilbert, I: 123–244 *Sources* 73–91 Remarque, *All Quiet*
Oct 9	3. The Russian Revolution: Or, How Not to Make a Revolution Part I *video:* "Marxism: The Theory That Split the World"	Gilbert, I: 245–349 *Sources* 43–47, 91–98 Handout: Lenin Gladkov, *Cement*
Oct 16	4. The Russian Revolution: Or, How Not to Make a Revolution Part II *video:* WGBH and Thames Television, "Stalin (2): Despot" **First Essay for Grade Due**	Gilbert, I: 350–481 *Sources* 135–143 Ginzburg, *Journey*
Oct 23 (5:30–6:00)	**Mid-Term Quiz** (30 minutes)	
(6:00–7:25)	5. The Mexican Revolution *video:* Carlos Fuentes, "Buried Mirror (4): The Price of Freedom"	Gilbert, I: 482–601 *Sources* 47–50, 145–165 Fuentes, *Laura Díaz*

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

Oct 30	1. Africa under Colonial Rule *video:* Basil Davidson, "Africa: The Story of a Continent (6): This Magnificent African Cake" **Rough Draft of Second Essay Due**	Gilbert, I: 602–715 *Sources* 14–17, 31–33, 167–194 Achebe, *No Longer at Ease*
Nov 6	2. Between the World Wars: The Turn to Dictatorship *video:* "The Third Reich (1): The New Regime" ***Terminus post quem non* for First Essay**	Gilbert, I: 716–846 *Sources* 99–105, 119–134, 198–211 Handout: Adolf Hitler Silone, *Bread and Wine*
Nov 13	3. India: From Raj to *Swaraj* *video:* James Cameron, "Gandhi" **Second Essay for Grade Due**	Gilbert, II: 3–127 *Sources* 17–20, 24–27, 211–221 Handout: Gandhi Nehru, *Toward Freedom*
Nov 20	4. The Middle Kingdom in Crisis: China *video:* "The Genius That Was China (3): The Threat from Japan" (pt. 1)	Gilbert, II: 128–224 *Sources* 39–43, 58–60, 105–108, 221–229 Pu Yi, *Autobiography*
Nov 27	5. Japan: *Ichi-oku isshin* (One Hundred Million with One Heart) *video:* "The Genius That Was China (3): The Threat from Japan" (pt. 2) **Rough Draft of Third Essay Due**	Gilbert, II: 225–359 *Sources* 27–30, 229–234 Hachiya, *Hiroshima Diary*

D. *The Race between Education and Catastrophe*

Dec 4	1. Intellectual, Cultural, and Technological Developments *video:* James Burke, "Connections (8): The Long Chain" ***Terminus post quem non* for Second Essay**	Gilbert, II: 360–479 *Sources* 65–69, 112–119 Handout: de Beauvoir Heisenberg, *Physics and Beyond*

Dec 11	2. Origins of World War II and the Holocaust *video:* "The Third Reich (3): A Nation Falls" **Third Essay for Grade Due**	Gilbert, II: 480–634 *Sources* 241–256 Borowski, *This Way for the Gas*
Dec 18	3. World War II in Europe and the Pacific *video:* WGBH and Thames Television, "Stalin (3): Generalissimo"	Gilbert, II: 635–727 *Sources* 256–266 Handout: Einstein Speer, *Inside the Third Reich*
Jan 8	4. The Origins of the Cold War: It Takes Two to Tango *video:* CNN, "Cold War (4): Berlin 1948–1949" ***Terminus post quem non* for Third Essay**	Gilbert, II: 728–898 *Sources* 266–275 Handout: Stalin Dyson, *Disturbing*
Jan 15	**Final Examination**	

Essay Assignments

First Written Assignment: Presenting Evidence

In class, you have been given a handout with four sets of readings on (1) Sigmund Freud, (2) Vladimir Lenin, (3) Adolph Hitler, and (4) Mohandas K. Gandhi. 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 out something that interests you—a statement, argument, or interpretation either in the readings or the lectures—and analyze it, that is take it apart into its component parts. In writing up your analysis, include a logical argument either opposing or favoring that something. 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 I made in the lectures. You could point out evidence and argument that shows this assertion is a faulty one. Or you might argue that the assertion is a simplistic one that does not take into account the complexity of the issue. Or you might disagree with a particular statement in the textbook or one of the readings, for example, something in Chinua Achebe's *No Longer at Ease* or something Eugenia Ginzburg asserted in *Journey into the Whirlwind*. Or you may take issue with something in one of the after-class films. 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)

By this point in the course, you will be familiar with a number of different interpretations of aspects of world history from 1900 to the present. And you will have had a chance to formulate your own ideas and interpretations. Your assignment is to construct an interpretation that provides an explanation of a set of related primary source evidence. You might, for example, begin your essay by analyzing the point of view of the authors of the textbook or the author of one of the readings. 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 them 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.
- Eugenia Semyonovna Ginzburg, *Journey into the Whirlwind* (published in 1967), 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

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?

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.

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.

Movie Schedule Fall 2002
History of the 20th Century
(All films shown at 7:35 p.m. in Sever Hall 203)

Date	*Film*	*Lecture*
September 18	*Breaker Morant* (1980)	Beginning of 20th Century
September 25	*A Night to Remember* (1958)	Pre-World War I
October 2	*All Quiet on the Western Front* (1930)	World War I
October 9	*Dr. Zhivago* (1965) (pt. 1)	Russian Revolution I
October 16	*Dr. Zhivago* (1965) (pt. 2)	Russian Revolution II
October 23	*Viva Zapata!* (1952)	Mexican Revolution
October 30	*Le Grand blanc de Lambarene* (1999)	Africa under Colonial Rule
November 6	*The Great Dictator* (1940)	Between the World Wars
November 13	*Gandhi* (1982) (pt. 2)	India
November 20	*The Last Emperor* (1987) (pt. 1)	China
November 27	*The Last Emperor* (1987) (pt. 2)	Japan
December 4	*Madame Curie* (1943)	Intellectual, Cultural, Technological
December 11	*Tora! Tora! Tora!* (1970)	Origins of WW II
December 18	*The Cranes Are Flying* (1957)	World War II
January 8	*Swing Shift* (1984)	Cold War

*All showings begin at 7:35 p.m. in Sever Hall 203. I selected films on the basis of three criteria: relevance for that week's lecture; quality of treatment of the historical topic; and length of running time (the longest film is 2½ hours, but most are about 2 hours or less). Viewing the films is entirely optional, and you need not attend the showing after class. Almost all of these are available on video tapes that can be rented or bought.