

## Development of the Modern World—II

Dr Jon Earle  
HIS 120 (Fall 2018)  
Time: T/R c) 940–1110am d) 1240–210pm  
Place: Young Hall 113  
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Office Hours:  
Tuesday: 230 to 4pm  
Wednesday: 3 to 4pm  
Thursday: 1130am to 1230pm

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**PLEASE read the syllabus completely. Being fully cognizant of its contents is the responsibility of the student. While the central structure of the course is set, the professor reserves the right to change any aspect of the syllabus for the purpose of facilitating transformative learning.**

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The past is a foreign country: they do things differently there.

~Leslie Hartley, *The Go-Between* (1953)

Women and men make their own history, but they do not make it as they please; they do not make it under self-selected circumstances, but under circumstances existing already, given and transmitted from the past. The tradition of all dead generations weighs like a nightmare on the brains of the living. And just as they seem to be occupied with revolutionizing themselves and things, creating something that did not exist before, precisely in such epochs of revolutionary crisis they anxiously conjure up the spirits of the past to their service, borrowing from them names, battle slogans, and costumes in order to present the new scene in world history in time-honoured disguise and borrowed language.

~Karl Marx, *Eighteenth Brumaire of Louis Bonaparte* (1852)

There is that great proverb—that until the lions have their own historians, the history of the hunt will always glorify the hunter.

~Chinua Achebe, *Paris Review* (1994)

Welcome to *The Development of the Modern World (II)*! This course explores the social and intellectual history of the late nineteenth and twentieth centuries. Building upon emerging methods in the field of global intellectual history, we begin by interrogating historical reconstruction and what we actually mean by *history* and the *past*. The course next turns to the development of modern capitalism (and its critics) and its relationship to imperial expansion in the nineteenth century and, in time, the production of two world wars. The impact of total war resulted in extensive economic and psychological ruptures across multiple historical landscapes (what Eric Hobsbawm called, *the age of extremes*), which is the topic of this course's fourth and fifth modules. In the final module, we also turn our attention to the invention of modern terrorism, where we shall push the genealogies of securitization beyond 9/11 and the 'war on terror'. Throughout this course, we also pay particular attention to the place of race, gender and empire. In doing so, this course places particular emphasis on memory and political history in the making of the modern world.

### Learning objectives

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- to help create a vibrant, critically-engaged academic community
- to facilitate an enthusiasm for exploring the past
- to begin to learn how to think historically
- to learn how to analyse secondary and primary sources
- to learn the process of conducting historical research
- to recognize key themes in historical argument and practice
- to identify important, global transitions in modern history—social and ideological

## Required Readings

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1. Julian Barnes, *The Sense of an ending* (Vintage 2011)

2. Course Packet (on Moodle)

## Students with Disabilities

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Students with physical impairment and/or learning disability will sometimes need accommodations to help them have an equal opportunity to learn. These can include seating preference, permission to tape lectures, and extra time on tests and other assignments—at Centre, time-and-a-half is customary. Accommodations should be the result of a discussion between the student and the College's coordinator for disabilities, Dr Mary Gulley ([mary.gulley@centre.edu](mailto:mary.gulley@centre.edu)), who will then prepare a signed Accommodation Notice for the student to show the professor. The instructor must then sign the Notice before accommodation takes effect. It is the student's responsibility to discuss any accommodations with Dr Gulley and to complete the process through her office.

## Academic Integrity

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It is imperative that you review the Academic Honesty section of your Student Handbook, where academic expectations are clearly illuminated. You will also find important discussion on plagiarism and the adverse impact of academic dishonesty. Without say, academic dishonesty is unacceptable in any form and will most certainly result in course failure. While Wikipedia is a useful resource to informally gather quickly needed information, it is not an academic source and may not be employed to develop argumentation or citation.

## Classroom Etiquette

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The use of cell phones and all forms of texting are strictly prohibited. Usage will adversely impact your grade. Unless you are ill, it is unacceptable to leave the classroom once we've begun. Provided you can consume without interruption, food and drink are perfectly acceptable. **Laptops and mobile devices may not be used, except with permission.**

## Communication

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E-mail is the most efficient way to reach me. However, please feel free to use my office line (found above). If I am unavailable, please leave a message. I typically respond to e-mail and voicemail within twenty-four hours. During posted office hours, you're more than welcome to stop by unannounced. If you need to meet beyond these hours, please send an e-mail to make an appointment.

## The Writing Center

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If you need help learning to write, or simply want to build upon existing skills, the College houses an active Writing Center, which is equipped to help you learn to write powerfully. For more information, please contact Dr John Kinkade ([john.kinkade@centre.edu](mailto:john.kinkade@centre.edu)), and visit the Center's website: <https://sites.google.com/a/centre.edu/writing-center/>. Services are free of charge, and well worth your time.

## Course Evaluation

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A: 100–94%    A-: 93–90%    B+: 89–86%    B: 85–82%    B-: 81–79%  
C+: 78–76%    C: 75–72%    C-: 71–69%    D: 68–66%    U: 65% or below

## Citizenship & Academic Engagement

10%

It is important to not simply ‘show-up’ to class—you will need to be an active, informed participant. Indeed, in this course, **informed discussion is preferred over lecture**. Academic inquiry and learning is fully actualised through creative thinking and rigorous discussion. If you simply attend classes without consistent, apparent engagement with the reading material and classroom discussion, you will earn no higher than a C in this evaluative measure.

You are allowed up to two unexcused absences throughout the semester. You may only earn full percent if you are without unexcused absence. Unless I hear from you **before class**, an absence will be considered unexcused. **All assignments are due at the beginning of class (the first two minutes), and you will be unable to earn higher than a C on late assignments (regardless of the reason: including printing problems). No assignments will be accepted twenty-four hours beyond the posted deadline.** Multiple page assignments **must be stapled** before class. Legitimate civil and religious functions constitute excused absence (e.g., weddings, family reunion, a sibling’s childbearing, baptism, akika, bar/bat mitzvah, samskara, etc.).

## Tutorials

30%

More than anything, the core objective of this course is to teach you how to think *historically*. History is not about learning chronologies and ‘facts’. Historical claims are always contested. History is best defined as the creative space where individuals and communities use perceptions of the past to recreate practices of political belonging and dissent. Appropriately, then, history is about learning how to explore the long history of societies and discourse, and how to use evidence to build convincing analytic argumentation.

To help you begin to think historically, this course provisions four tutorials (or supervisions), during which broad themes in historical argument and practice are explored. **Three of these require 3 to 4-page historiographical essays (single-spaced; 12-point font (New Times Roman or Garamond)). Each tutorial constitutes 10% of the total course evaluation.**

What is a tutorial? Tutorials are historically associated with European universities, especially Cambridge and Oxford. They provide an intimate setting where students are allowed to expand their understanding of a subject and improve oral, written and analytic skills. Supervisions provide a context where students can engage more closely with an expert in the field, which in turn allows the professor to facilitate academic evaluation more closely. In short, tutorials are a formal (though relaxed) context where personalised education is made possible. More broadly, supervisions provide you with skills that will prove invaluable in life regardless of your vocational interests: critical thinking, communication skills, group and teamwork skills, and self-direction in learning and personal growth.

Four supervisions are scheduled, each comprised of two groups containing half of the enrolment. Each group will meet in the regular classroom during the scheduled day and time (**forty minute slots**). You will be assigned a group early in the semester, and groups will most likely be reorganised following midterm.

The focus of each paper will be explained in due course. Papers must be structurally clear, demonstrate innovation, and avoid regular grammatical errors.

## Film quizzes

30%

This course uses six assigned films (6 x 5%), which are located on closed reserve. For each film, there is a corresponding quiz that will evaluate your engagement with a particular piece. As with all assignments, when excused circumstances warrant an absence, it is the student’s responsibility to arrange a time to complete the exercise. All quizzes must be taken within 48 hours of a specific class.

**Written Mid-Term Exam****15%**

A mid-term will be administered. It will assess your familiarity with key arguments that are raised in assigned readings (including podcasts and films) and lectures.

**Oral Final Exam****15%**

Your final is a ten-minute oral exam. Its purpose is to ensure familiarity with key historical contexts and methodological approaches, while bolstering confidence in public communication and analytic reasoning. Your oral exam preparation will focus on the content of our tutorials. The exam itself will explore only one question, though you must be prepared to address any particular selection. Its aim is to provision an opportunity for you to explore what you know, not to trip you up on what you don't! Additional information will be provided in due course.

Schedule & Assignments

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**MODULE 1: RETHINKING HISTORY**

- T, August 28                      Syllabus & Introductions: Apartheid South Africa & White Supremacy in Modern America
  
- R, August 30                      The Past versus History
  - Reading                      Hoodwinked (Film)
  - Film Quiz 1
  
- T, September 4                      Historiography
  - Reading                      Barnes, *Sense of an Ending*, pp. 1–79
  
- R, September 6                      Tutorial 1      Memory and the Past
  - Reading                      Barnes, *Sense of an Ending*, pp. 80–163
  - Tutorial Papers Due

**MODULE 2: GLOBAL CAPITAL AND COLONIAL CONQUESTS**

- T, September 11                      From Agrarian Empires and Divine Rights toward Nations and Inalienable Rights
  - Reading                      Readings on Rights (on Moodle)
  
- R, September 13                      Karl Marx and the Critique of Capitalism
  - Reading                      The Lorax (Film)
  - Film Quiz 2
  
- T, September 18                      The Scramble for Africa
  - Reading                      Scramble for Africa Readings (on Moodle)
  
- R, September 20                      Tutorial 2      Power & Silences in the Sources
  - Tutorial Papers Due

### MODULE 3: MODERNITY, PROGRESS AND THE FIRST WORLD WAR

- T, September 25 From Great Acceleration to Great War
  - Reading BBC: The Great War of Words, Episode 1 (podcast)  
<https://www.bbc.co.uk/programmes/b03t88vz>
- R, September 27 The Great War: Trench Warfare
  - Reading BBC: The Great War of Words, Episode 2 (podcast)  
<https://www.bbc.co.uk/programmes/b03srqz9>
- T, October 2 The Great War: Poetry and Dissent
  - Reading Women at War, 1914–1918 (film, available on Netflix)  
<https://www.netflix.com/title/80230465>
- R, October 4 Empires at War: The Indian Army
  - Reading Indian Voices of the Great War (on Moodle)
- T, October 9 MID-TERM EXAM
- R, October 11 FALL BREAK

### MODULE 4: MEMORY, VIOLENCE AND THE SECOND WORLD WAR

- T, October 16 Hitler's Historical Vision
  - Reading Rape of Europa (Film)
  - Film Quiz 3
- R, October 18 The "Ordinariness" of Genocide: Buchenwald
  - Reading Podcast: BBC (Radio 4): Germany: Memories of a Nation, *At the Buchenwald Gate*  
<https://www.bbc.co.uk/programmes/b04k6t31>
  - Reading Wendy Lower, Introduction, *Hitler's Furies*, pp. 1–31
- T, October 23 Screening in Class: *Hiroshima mon amour*
  - Reading Supplemental Lecture: Greater Japanism (on Moodle)
- R, October 25 History from Hiroshima
  - Reading Hiroshima Diary (Excerpt) (on Moodle)
- T, October 30 The Eastern Front
  - Reading Palmer, 'How Memory was Made' (on Moodle)
- R, November 1 Tutorial 3 Global Socialism and Anticolonial Nationalisms
  - Reading Excerpts from Vietnam, China and Egypt (on Moodle)
  - Tutorial Papers Due

## MODULE 5: COLD-WAR DISSENT

- T, November 6            Screening in Class: Pink Floyd, *The Wall*
  
- R, November 8            The Invention of Modern Israel
  - Reading            Wedding in Galilee (Film)
  - Film Quiz 4
  
- T, November 13          Terror and Patriotism in Modern Ireland
  - Reading            Omagh (Film)
  - Film Quiz 5
  
- R, November 15          The Logic of *Jihad*
  - Reading            Paradise Now (Film)
  - Film Quiz 6
  
- T, November 20          Cold War Latin America: The Case of Cuba
  - Reading            Fidel Castro, Second Declaration of Havana  
<https://sourcebooks.fordham.edu/mod/1962castro.asp>
  - Reading            Fidel Castro, On the Export of Revolution  
<https://sourcebooks.fordham.edu/mod/castro-revolution.asp>
  
- R, November 22          THANKSGIVING BREAK
  
- T, November 27          Tutorial 4      Review/Discussion
  
- R, November 29          OFF
  
- Final Oral Exam        TBA

## Oral Exam Rubric

	<b>25–23 points Exemplary</b>	<b>22–20 points Competent</b>	<b>19–17 points Developing</b>	<b>16–below Unsatisfactory</b>
<b>Broad Understanding &amp; Implications</b>	Shows a deep/robust understanding of the topic with a fully developed argument; fully discusses the major implications of the argument or position	Shows a limited understanding of the topic, not quite a fully developed argument; adequately discusses some of the major implications of the position	Shows a superficial understanding of the topic, argument not developed enough; discusses minor implications (missing the major ones) OR does not discuss major implications adequately	Shows minimal understanding of topic and argument; doesn't discuss the implications of the argument or position
<b>i. sub-total</b>				
<b>Argumentation &amp; Structure</b>	Clearly articulates a position or argument; there is logic in the progression of ideas	Articulates a position or argument that is incomplete or limited in scope; there are a few areas of disjointedness or intermittent lack of logical progression of ideas	Articulates a position or argument that is unfocused or ambiguous; ideas are somewhat disjointed and/or do not always flow logically, making it a bit difficult to follow	Does not articulate a position or argument; ideas are disjointed and/or do not flow logically, hence argument is very difficult to follow
<b>ii. sub-total</b>				
<b>Evidence</b>	To support argument, presents evidence that is relevant, accurate and sufficient	Presents evidence that is mostly relevant and/or mostly accurate; limited in scope	Presents evidence that is somewhat inaccurate and/or irrelevant, but corrects when prompted; not enough evidence presented, although may augment evidence if prompted	Presents a lot of inaccurate and/or irrelevant evidence; doesn't present enough evidence to support argument, even when prompted repeatedly
<b>iii. sub-total</b>				
<b>Prompting</b>	Did not have to prompt with probing questions at all	Prompted minimally (one or two probing questions)	Prompted a lot (a series of probing questions)	Mostly unable to respond to probing questions
<b>iv. sub-total</b>				

### Aggregate

A: 100–94

A-: 93–90

B+: 89–86

B: 85–82

B-: 81–79

C+: 78–76

C: 75–72

C-: 71–69

D: 68–66

U: 65 or below