

# **HISTORY 223: War, Race, and Religion in Modern European History**

Fall 2015

Tuesdays and Thursdays, 11am-12:15pm  
Mosse Humanities Building, room 1111

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Office hours: Tuesdays, 2:45-3:45pm, 4124 Mosse Humanities Building  
(and by appointment, in person or virtually, on Skype or Google chat)

## **Course Description**

This course investigates the complex history of European violence and war-making through the lens of race and religion. We will analyze the major conflicts of the twentieth century, from World War I to the wars of decolonization, and from the Armenian Genocide to the Holocaust and beyond. How did religious forces and racial claims shape these conflicts? How were Europe's wars justified at the time and later understood by filmmakers, journalists, and everyday citizens? Key topics in the class will include the legacy of European imperialism; the drive towards a world of more homogeneous nation-states after World War I; and the politicization and radicalization of race and religion in the twentieth century. Drawing on a range of texts, songs, and films, the course will also investigate new connections between Europe and the United States, and the making of a transnational protest movement opposed to racism, imperialism, and economic inequality. Join us as we situate Europe in the wider world, and try to make sense of extreme violence, war-making, and the pre-requisites of peace.

## **Course Objectives**

The skills that you will practice in this course are not confined to the discipline of history; they will be useful to you regardless of where your lives take you. The course aims to equip you with practical skills, and boost your self-confidence. Students will refine their ability to read, analyze, and critically engage with primary and secondary sources. They will also learn to craft sophisticated and interesting analytical arguments. Finally, students will practice communicating complex ideas through speech, charitably evaluating opposing viewpoints, and working collaboratively with others.

## Course Requirements

This class bundles lectures and discussion; its success depends on you. Please come to class having done the readings and ready to engage with one another. The main requirements for this course are class participation, a student-generated midterm, and a final open-ended assignment on a topic of your choice.

Here is a breakdown of how your grade will be computed:

- (1) Class participation (20%)
  - a. Attendance in this class is mandatory; please come with an open mind, with ideas to share, and with annotated readings handy (5%)
  - b. Informal oral presentation of primary/secondary sources (5%)
  - c. Formal oral presentation of your final assignment, **to take place in the last three weeks of class** (you will sign up for a date that works for you) (5%)
  - d. Peer review comments on final assignment draft. **Due on Tuesday, December 8th** (5%)
- (2) Weekly posts at Learn@UW, **due every Monday by 8pm** (15%)
  - a. You are required to post every week in response to *one* of the questions on our course website. You need to have completed the readings in order to be ready to post. Discussion posts are informal, but make sure that they do speak to the question posed. The posts don't need to be longer than four or five sentences. In your Learn@UW posts, you will sometimes be asked to develop potential multiple-choice questions for the student-generated exam. Please read the directions on the course website carefully every week so that you know what is expected of you.
- (3) Nailing the argument: formal rewrite of one weekly post (15%)
  - a. In this assignment, you have the opportunity to practice building a convincing argument. You'll pick one of your own favorite weekly posts and take it up a notch, refining the writing and making a crisp argument to boot. Your paper should be no more than two pages, double-spaced, and no less than one page, double-spaced. Make sure that your paper is *making one clear and coherent point*, and that the claims are backed up through direct reference to at least one of the course readings. The draft of the post rewrite is due in class on **Tuesday, September 22<sup>nd</sup>** (5%).
  - b. The final version of the post rewrite is due in class on **Thursday, October 8<sup>th</sup>** (10%). Again, your final post should be no longer than two pages, double-spaced.
- (4) Student-generated exam (30%)
  - a. The student-generated exam will take place in class on **Thursday, November 5<sup>th</sup>**. It will consist of a series of student-generated multiple-choice questions, including image and text IDs.
- (5) Culminating writing/creative assignment (20%)

- a. A proposal for a final assignment, developed in consultation with the professor (5%). Your proposal must include a bibliography with at least *one* primary source and *one* secondary source. (We will go over the difference between primary and secondary sources in the first few weeks of class.) Your final assignment proposal is due on **Thursday, November 19<sup>th</sup>**.
- b. A draft of a 5-page research paper, short story, comic strip, series of blog posts, or 8-10 minute film engaging with course themes (5%) (**Due on Tuesday, December 1<sup>st</sup>**)
- c. Revised draft of your 5-page final assignment (10%) (**Due on the last day of class, Tuesday, December 15<sup>th</sup>**)

GRADING SCALE: A = 93-100; AB = 88-92; B= 82-87; BC = 77-81; C = 72-76; D = 67-71; F= 66 or below.

*Do you want some extra help with your writing?* We have a place for you! **The History Lab:** New this semester, the History Lab is a resource center where experts (PhD students) will assist you with your history papers. No matter your stage in the writing process—choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts—the History Lab staff is here, along with your professors and teaching assistants, to help you sharpen your skills and become a more successful writer. Sign up for a one-on-one consultation online: <http://go.wisc.edu/hlab>

### **Course Readings**

All course readings, unless otherwise indicated, will be posted on Learn@UW in PDF form. Click on “Materials,” and then on “Content.” You are required to complete the readings for any given week by Monday evening of that week. So for instance, you must complete the “Readings for week 2” by the evening of Monday, September 7<sup>th</sup>. The films are on reserve for you at the College Library, in Helen C. White Hall. Both films are also available for streaming on Hulu.

### **Key Dates, At A Glance**

*Note: All assignments are due in class, with the exception of the draft final assignment (due via email). If you are having trouble completing any assignments on time, please let the professor know with as much advance notice possible and come to class anyway. We'll miss you otherwise!*

**Tuesday, September 22<sup>nd</sup>** : Draft version of Learn@UW post rewrite due today.

**Thursday, October 8<sup>th</sup>**: Final version of Learn@UW post rewrite due today.

**Thursday, November 5<sup>th</sup>**: Student-generated multiple-choice exam.

**Thursday, November 19<sup>th</sup>**: Your final assignment proposal + bibliography are due.

**Tuesday, December 3<sup>rd</sup>**: The draft of final assignment is due today *via email*.

**Tuesday, December 8<sup>th</sup>**: Peer review comments on final assignment draft are due.

**Tuesday, December 8<sup>th</sup>, Thursday, December 10<sup>th</sup>, or Tuesday December 15<sup>th</sup>**:

Formal in-class oral presentation of final assignment (you'll pick your day)

**Tuesday, December 15<sup>th</sup>**: Your final assignment is due today.

## Schedule of Readings

### **Week 1: Introduction to the Course**

**September 3: Welcome, everyone! Key topics; key skills; reciprocal expectations**

### **Week 2: Imperialism at the End of the Nineteenth Century**

**September 8: The Scramble for Africa, Imperialism, and Racial Science**

**September 10: The ‘Civilizing Mission’ and European and U.S. Expansionism**

#### Readings

Arthur De Gobineau, “Essay on the Inequality of Human Races” (1835-1855)

Rudyard Kipling, “The White Man’s Burden” (1899)

Edward D. Morel, “The Black Man’s Burden” (1903)

British Missionary Letters from John G. Patton and Dr. Steel: “Urging the Annexation of the South Sea Islands” (1883)

Alice Conklin, “The French Republican Civilizing Mission,” in *European Imperialism, 1830-1930* (1999), pp.60-67

*Thinking questions (for Learn@UW) – please pick one question and post your response by Monday at 8pm:*

- What is “the white man’s burden,” according to Kipling? If you had to take a guess, would you say that Kipling is a fan of what Conklin calls “the civilizing mission”? Why or why not?
- What is Morel’s take on “the white man’s burden”? What might he say to Patton and Steel, if he were to write a letter to them?
- What is the basic idea of Gobineau’s text? How does he define the “human races” and why does he see them as not equal?

### **Week 3: Selling Empire, Inventing the Nation**

**September 15: Race and Advertising** (guest lecture: Grace Allen, PhD candidate, Department of History, UW-Madison)

**September 17: Exclusionary Nationalism and the Lead-Up to the Great War**

## Readings

Benedict Anderson, "Introduction," *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (2006 edition), pp. 5-9.

Ernest Moritz Arndt, "The German Fatherland" (1914)

Johann Gottfried von Herder, "Reflections on the Philosophy of the History of Mankind" (1784-1791)

Giuseppe Mazzini, "The Duties of Man" (1844-1858)

Theodor Herzl, "A Jewish State" (1896)

Banania advertisements: past and present

*Thinking questions (for Learn@UW) – this week you have two tasks.*

*First: pick one key concept or term from lecture this week and define it; post your answer on Learn@UW under "exam"*

*Second: please pick one question and post your response by Monday at 8pm:*

- What does Benedict Anderson argue about the nature of nationalism? Do you intuitively agree with him? Why or why not?
- Pick two out of the four primary sources on nationalism (Arndt, Herder, Mazzini, and Herzl). Compare and contrast the forms of nationalism present in these texts, making use of direct citations from the texts.
- Imagine that you were living in the nineteenth or early twentieth century. Which of these texts or songs would most resonate with you personally? Why?

## **Week 4: World War I, Race, and Empire**

**September 22: World War I and Empire** (Special guest: Richard Fogarty, Associate Professor of History, University at Albany, SUNY) *Reminder: the first draft of your revised Learn@UW post is due today*

**September 24: The Armenian Genocide, the Greco-Turkish Population Exchange, and the 'Unmixing of Peoples'** // *Working in class with a partner, develop two multiple-choice questions for the exam*

## Readings

Four French posters from World War I (1917-1918)

Richard Fogarty, "Race and Empire in French Posters of the Great War," in *Picture This: World War I Posters and Visual Culture*, ed. Pearl James (2010), 172-207.

Norman Naimark, "The Armenians and the Greeks of Anatolia," *Fires of Hatred: Ethnic Cleansing in Twentieth-Century Europe* (2001), pp. 35-38.

William Saroyan, "The Armenian and the Armenian," from *Inhale & Exhale* (1936), pp.1-2

*Thinking questions (for Learn@UW) – please pick one question and post your response by Monday at 8pm:*

- Analyze two of the four posters that Fogarty discusses in his article. Where do you agree with his interpretation? Do you disagree on any points? Do you have anything that you would add to his interpretation?
- What kinds of sources does Fogarty use to make his case? What questions does his article raise for you?
- Fogarty is talking about how race was depicted in visual culture about a hundred years ago. Does anything he says speak to present-day depictions of racial or religious groups? Why or why not?

## **Week 5: Creating a World of Nation-States through Revolution and the Law**

**September 29: The Russian Revolution, Religion, and the Myth of 'Judeo-Bolshevism'** // *IN-CLASS REVISION WORKSHOP (Reworking your discussion post)*

**October 1: Orientalism, the Mandate System, and the League of Nations** (Special guest: John Boonstra)

### Readings

Vladimir Lenin, "The Socialist Revolution and the Right of Nations to Self-Determination" (1916)

Vladimir Mayakovsky, "The Poet Worker" (1918) and "Lines on a Soviet Passport" (1929)

W.E.B. Dubois, "Russia, 1926" (1926) and "Communists and the Color Line" (from "The Negro and Communism") (1931), in *W.E.B. Dubois: A Reader*, ed. David Levering Lewis, pp.581-582; 590-591.

Anti-Jewish and anticommunist posters and book covers, 1920-1930

Edward Said, "Introduction," *Orientalism* (1978), pp.9-17.

*Thinking questions (for Learn@UW) – please pick one question and post your response by Monday at 8pm:*

- On the basis of your reading of Lenin, why do you think W.E.B. Dubois was interested in the Soviet experiment?
- What kinds of themes are you picking up on in the anti-Jewish and anticommunist posters and book covers?
- What does Edward Said mean by "Orientalism"? Define the term in your own words and come up with an example of your own of where the concept might shed light on one or more of the primary sources we've encountered in the class thus far.

## **Week 6: Fighting Racism and Imperialism, in Europe and the U.S.**

**October 6: Woodrow Wilson vs. the Pope vs. Mussolini: Visions of the Causes of War and the Conditions of Peace** // *Working in class with a partner, develop two multiple-choice questions for the exam*

**October 8: Anti-Imperialists of the World, Unite! Communism and Anti-Racism**  
*Reminder: the final draft of your revised Learn@UW post is due today*

### Readings

W.E.B. Dubois, “The Color Line Belts the World” (1906); “The World Problem of the Color Line” (1914); and “India” (1936-7)

“Fascist anthems” (1920s/1930s): Follow links on Learn@UW and in Coursepack to listen to songs online

Paul Lauren Gordon, “Racial Equality Requested – an Rejected,” in *Power and Prejudice: The Politics and Diplomacy of Racial Discrimination* (1988), pp.82-108.

*Thinking questions (for Learn@UW) – please pick one question and post your response by Monday at 8pm:*

- Why, according to historian Paul Lauren Gordon, was Japan unsuccessful in getting racial equality protected under the League of Nations?
- W.E.B. Dubois was based in the United States, but saw himself as connected to various parts of the world. Explain some of the international connections he forged, and why he felt a stake in conflicts that were going on very far from where he lived.
- Which verses or themes in the Fascist anthems did you find most surprising or disturbing? Explain your thinking.

## **Week 7: Religion, Race, and the Rise of Fascism and Nazism**

**October 13: Concordat Diplomacy, Fascism and Nazism**

**October 15: Fascist and Nazi Imperialism; The Spanish Civil War** // *Working in class with a partner, develop two multiple-choice questions for the exam*

### Readings

Stephen Kaufman, “Blacks in Germany during the Third Reich: Star of David Not Required,” in *Global Racism: A Reader*, pp.270-272.

Michael Burleigh and Wolfgang Wippermann, “Barbarous Utopias: Racial Ideologies in Germany” and “Barbarism Institutionalized: Racism as State Policy,” in *The Racial State: Germany, 1933-1945*, pp. 36-73.

Adolf Hitler, “The Discovery of Anti-Semitism in Vienna,” from *Mein Kampf*, pp.260-268.

*Thinking questions (for Learn@UW) – please pick one question and post your response by Monday at 8pm:*

- What is the main point of Hitler’s section on “the discovery of anti-Semitism in Vienna”? Does Hitler come off as more or less radical than what you might have expected?
- Compare and contrast the two secondary sources. Where are they aligned? Where might they be advancing different viewpoints?

## **Week 8: The Final Solution and Fighting Back**

### **October 20: The Final Solution**

### **October 22: How to Fight Back? Uprisings and Protests**

#### Readings

Primo Levi, “The Drowned and the Saved,” from *Survival in Auschwitz* (1946/1958), pp.87-100.

Christopher Browning, “The Decision Concerning the Final Solution,” in *Unanswered Questions: Nazi Germany and the Genocide of the Jews* (1989), 96-118.

“Warsaw Ghetto Uprising” description

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005188>

Warsaw Ghetto oral history: testimony of Benjamin (Ben) Meed

([http://www.ushmm.org/wlc/en/media\\_oi.php?ModuleId=10005188&MediaId=1096](http://www.ushmm.org/wlc/en/media_oi.php?ModuleId=10005188&MediaId=1096))

*Thinking questions (for Learn@UW) – please pick one question and post your response by Monday at 8pm:*

- Who are “the drowned and the saved,” according to Primo Levi? How can you survive in Auschwitz – and at what cost?
- According to Christopher Browning, what role did Hitler himself have in the decision concerning the Final Solution?
- Compare and contrast how Benjamin Meed “fought back” and how Primo Levi did the same. What questions do their accounts raise for you?

## **Week 9: Human Rights: A Response to Racism and Antisemitism...or Not?**

### **October 27: Human Rights, Racism, and Antisemitism**

**October 29: Human Rights and the Civil Rights Movement // PULLING IT ALL TOGETHER: DISCUSSING THE DETAILS OF OUR USER-GENERATED EXAM**

### Readings

Peter Novick, “We Knew in a General Way,” in *The Holocaust in American Life* (1999)

W.E.B. Dubois on the UN: “The Negro and Imperialism” (1944)

W.E.B. Du Bois, Paul Robeson, Ben Davis, William Patterson, and others, “We Charge Genocide: The Crime of the Government Against the Negro People” (1951)

“The Genocide Convention” (1948) (skim the ratifications with reservations)

*Thinking questions (for Learn@UW) – please pick one question and post your response by Monday at 8pm:*

- What does Peter Novick argue about the rise of Holocaust consciousness? Does anything that he says surprise you?
- Take on a persona (male/female; of color/white; lower/middle/upper class; Jewish/Muslim/Christian/other), and imagine that you were a young adult in 1951. You know that W.E.B. Du Bois, Paul Robeson, Ben Davis, William Patterson, and others are writing up the petition, “We Charge Genocide.” Would you have signed it? Why or why not?

## **Week 10: The Violent End of Empire**

### **November 3: The Algerian War, Violence, and Religion**

**November 5: *In-class student-generated multiple-choice exam.***

### Readings

Giles Pontecorvo, “The Battle of Algiers” (1966) {on reserve at the College Library and available at Hulu}

Frantz Fanon, “On Violence,” in *The Wretched of the Earth* (1963/2004), 1-63.

*Thinking questions (for Learn@UW) – please pick one question and post your response by Monday at 8pm:*

- When is violence justified, according to Fanon?
- What is Pontecorvo’s take on violence – and on when violence is legitimate or illegitimate?
- What (if anything) do you think that the movie or the Fanon text fail to address in their reflections on the uses of political violence?

## **Week 11: Decolonization and Emancipation: A Dream Fulfilled or a Dream Deferred?**

### **November 10: The Rise of Pan-Black Consciousness**

**November 12: Pan-Muslim Consciousness and the State of Israel** (Guest visit at noon: Kyle Steele, to discuss the History Lab)

Readings

GROUP 1:

- Frantz Fanon, “The Lived Experience of the Black Man,” from *Black Skin, White Masks* (1952), pp.89-119.
- Langston Hughes, “Harlem” (1951)
- Gill Scott-Heron, “The Revolution Will Not Be Televised” (1970)

GROUP 2:

- Malcolm X, “After the Bombing” (February 14, 1965) (listen to the audio, too) and “Letter from Mecca” (April 1964), both from *Malcolm X Speaks* (1965), pp.58-60 and 157-178.
- Martin Luther King, Jr, “A Challenge to the Churches and Synagogues” (1963)

GROUP 3:

- Mohammad Ayoob, “Defining Concepts, Demolishing Myths,” in *The Many Faces of Political Islam: Religion and Politics in the Muslim World* (2011), pp.1-23.

*Thinking questions (for Learn@UW) – note that each group has a different thinking question this week:*

- GROUP 1: What is “the lived experience of the black man,” according to Fanon, Hughes, and Scott-Heron?
- GROUP 2: Compare and contrast the Malcolm X and MLK texts. Where do the two leaders see eye-to-eye regarding the relationship between religion, social justice, and racial equality? What differences do you notice?
- GROUP 3: What does Mohammad Ayoob argue is the relationship between political Islam, imperialism, and the founding and policies of the state of Israel? What additional questions would you like to see him address?

**Week 12: Migration, Assimilation, and Difference**

**November 17: Refugees and Migrants in Europe**

**November 19: Insiders and Outsiders // Reminder: Your final assignment proposal and bibliography are due today**

Readings

James Baldwin, “Stranger in the Village” from *Notes of a Native Son* (1955), pp.159-175.

Léon Damas, “Hiccup” (1937)

Azouz Begag, *Shantytown Kid* (1986), pp.44-53, and “Fear of the Police,” in *Ethnicity and Equality: France in the Balance* (2007), pp.7-25.

*Thinking questions (for Learn@UW) – please pick one question and post your response by Monday at 8pm:*

- Imagine a fictional encounter between Azouz Begag and James Baldwin. What would the two men have had to say to one another? Would they have anything in common? Feel free to write out their fictional conversation, if you are so inclined.
- How does the theme of assimilation crop up in all three texts under analysis? What take do Begag and Damas have on assimilation? Do they embrace it? Reject it? Neither?

## **Week 13: Debates Around Race and Religion Today**

### **November 24: The European Radical Right and Europe’s “Christian” Identity**

Enoch Powell, “Rivers of Blood” (1968)

“The Last Free Man? Rivarol Interview with Jean Marie Le Pen” (April 8, 2015)

Peter Davies, “Le Pen and the Front National,” in *The Extreme Right in France: 1789 to the Present Day* (2002), pp.133-144.

“Stanford Scholar Unpacks the Rhetoric Behind Extremist Politician’s Mainstream Success” (April 16, 2015)

*Thinking questions (for Learn@UW) – please pick one question and post your response by Monday at 8pm:*

- What are the key themes for the European radical right today? How is anti-Muslim and anti-immigrant sentiment getting bundled together?
- What do you think about the notion that extremist politicians can “go mainstream”? Do you see it as a comforting possibility or as a worrisome one? Explain your thinking.

**November 26: NO CLASS. HAPPY THANKSGIVING!**

## **Week 14: Borders and Boundaries**

### **December 1: Stories of difference**

#### Readings

#### GROUP 1:

- Mathieu Kassovitz, “La Haine” (1995) {available on reserve at the College Library and on Hulu}
- Lowkey, “Terrorist” (2011) (<https://www.youtube.com/watch?v=TCqp6RZf4Eo>)

GROUP 2:

- “Migrant Life in Calais’ Jungle Refugee Camp: A Photo Essay,” *The Guardian* (April 2015) (available online at <http://www.theguardian.com/media/ng-interactive/2015/aug/10/migrant-life-in-calais-jungle-refugee-camp-a-photo-essay>)
- Matthew Carr, “Introduction: Incidents on the Border,” “Refugees,” and “The Coming of Fortress Europe,” in *Fortress Europe: Dispatches from a Gated Continent* (2012), pp.1-11; 19-25.
- Michael B. Katz, “Why Don’t American Cities Burn Very Often?” in *Why Don’t American Cities Burn?* (2012), pp. 78-101.

*Thinking questions (for Learn@UW) – please note that different groups have different questions to answer:*

- GROUP 1: Kassovitz and Lowkey are both documenting forms of youth discontent in contemporary Europe. What are the manifestations of youth malaise, according to them? If you had to take a guess, what policies might Kassovitz and Lowkey advocate to ameliorate the situation?
- GROUP 2: Why, according to Katz, are the borders of European and American big cities so different? Would Carr agree with Katz’s analysis, do you think? Why or why not?

**December 3: One-on-one conferences -- NO FORMAL CLASS // *Reminder: Draft final project due today***

**Week 15: Presenting your final project**

**December 5: IN-CLASS WRITING AND PEER-REVIEW WORKSHOP**

**December 8: Final project presentations**

**December 10: Final project presentations**

**Week 16: Presenting your final project**

**December 15: Final project presentations // *Reminder: Final project due today***

## SYLLABUS APPENDIX

### Academic Misconduct

As a UW-Madison student, it is your responsibility to be informed about what constitutes academic misconduct, how to avoid it and what happens if you decide to engage in it. Academic misconduct is governed by state law. Examples of academic misconduct include (but are not limited to):

- Plagiarism (turning in work of another person and not giving them credit)
- Having a friend answer your clicker questions when you are absent
- Stealing an exam or course materials
- Copying another student's homework
- Cheating on an exam (copying from another student, using unauthorized material)
- Working on an assignment with others when you are supposed to do so independently

*How Do I Avoid Academic Misconduct?*

- Know how to cite sources in a paper, lab report or other assignments
- Use the Writing Center or the History Lab for help with citations. They are experts in APA, MLA and other citation styles.
- Avoid copying and pasting directly into your paper from the internet
- Understand the expectations and limitations when working in groups (i.e., Is collaboration allowed on the project and the written paper, or only the project and your written paper should be done alone)
- If you aren't sure if something is allowed, ask your instructor
- For more information, please see <http://www.students.wisc.edu/doso/student-resources/>

### Paper Grading Criteria

Characteristics of an **A** paper:

- It has a clear, well-articulated thesis in the first paragraph.
- The argument of the paper supports the thesis well and thoroughly.
- It amply fulfills the instructions of the paper assignment.
- It displays careful reading of the source material.
- It displays considered thought about the material.
- All claims are supported by citations and explanations of the textual evidence.
- It has excellent English grammar and usage
- It has a well-organized structure.
- It has no proofreading errors.
- It has correct citations for all sources.

Characteristics of a **B** paper:

- It has a thesis
- It follows the instructions of the paper assignment.
- It indicates reading of the source material.
- It displays thought about the material.
- Claims are supported by textual evidence.
- It uses correct English grammar and usage.
- It has good paragraph structure.
- It has adequate citations for all sources.
- It may have some errors in proof-reading.

Characteristics of a **C** paper:

- The thesis is unclear.
- It does not have clear paragraphs.
- It does not follow the instructions.
- It displays cursory reading or misunderstanding of the material.

- It does not display significant thought about the material.
- It contains unnecessary digressions or vacuous generalizations.
- Claims are not supported by the textual evidence cited.
- The thesis is not supported by the argument of the paper.
- It has not been proofread.
- It contains errors in grammar or usage.
- The citations of sources are inadequate.

Characteristics of a **D** paper:

- It does not fulfill the assignment.
- It does not have a thesis.
- It does not have paragraphs.
- It shows that the source material has not been read.
- It contains errors in grammar or usage or inadequate proofreading.
- It does not indicate quotations.
- Claims are unsubstantiated.

Characteristics of an **F** paper:

- It was submitted late.
- It has worse examples of the D paper problems.
- It is gobbledygook.

### **Goals of the History Major**

(approved by the department, March 23, 2011; revised by the department, February 27, 2013)

The goal of the history major is to offer students the knowledge and skills they need to gain a critical perspective on the past. Students will learn to define important historical questions, analyze relevant evidence with rigor and creativity, and present convincing arguments and conclusions based on original research in a manner that contributes to academic and public discussions. In History, as in other humanistic disciplines, students will practice resourceful inquiry and careful reading. They will advance their writing and public speaking skills to engage historical and contemporary issues.

To ensure that students gain exposure to some of the great diversity of topics, methodologies, and philosophical concerns that inform the study of history, the department requires a combination of courses that offers breadth, depth, and variety of exposition. Through those courses, students should develop:

1. Broad acquaintance with several geographic areas of the world and with both the pre-modern and modern eras.
2. Familiarity with the range of sources and modes through which historical information can be found and expressed. Sources may include textual, oral, physical, and visual materials. The data within them may be qualitative or quantitative, and they may be available in printed, digital, or other formats. Modes of expression may include textbooks, monographs, scholarly articles, essays, literary works, or digital presentations.
3. In-depth understanding of a topic of their choice through original or creative research.
4. The ability to identify the skills developed in the history major and to articulate the applicability of those skills to a variety of endeavors and career paths beyond the professional practice of history.

#### **Skills Developed in the Major**

##### *Define Important Historical Questions*

1. Pose a historical question and explain its academic and public implications.
2. Using appropriate research procedures and aids, find the secondary resources in history and other disciplines available to answer a historical question.
3. Evaluate the evidentiary and theoretical bases of pertinent historical conversations in order to highlight opportunities for further investigation.

##### *Collect and Analyze Evidence*

1. Identify the range and limitations of primary sources available to engage the historical problem under investigation.
2. Examine the context in which sources were created, search for chronological and other relationships among them, and assess the sources in light of that knowledge.
3. Employ and, if necessary, modify appropriate theoretical frameworks to examine sources and develop arguments.

##### *Present Original Conclusions*

1. Present original and coherent findings through clearly written, persuasive arguments and narratives.
2. Orally convey persuasive arguments, whether in formal presentations or informal discussions.
3. Use appropriate presentation formats and platforms to share information with academic and public audiences.

##### *Contribute to Ongoing Discussions*

1. Extend insights from research to analysis of other historical problems.
2. Demonstrate the relevance of a historical perspective to contemporary issues.
3. Recognize, challenge, and avoid false analogies, overgeneralizations, anachronisms, and other logical fallacies.