History 229 | Empire in the Second World War

Instructor Details
Collin Bernard
Email: cebernard@wisc.edu
Office Hours: By appointment via Zoom (Sign up: https://docs.google.com/document/d/1-0Eb3F255tXTmF_xAFLfIdmxhANMXC2TzoAlUsEVR-w/edit#)

Semester: Summer 2023
Dates: May 30 – July 9
Credits: 3

Course Details
Requisites: Sophomore Standing
Level: Intermediate
Breadth: Humanities
Counts as LAS credit (L&S)

Instructional Modality

History 229 is a completely asynchronous online course where you will complete six modules over six weeks. In that time, we won't be meeting live as a class. Instead, every week you will work on your own time to complete one module. Modules will be released on Tuesdays, and you are expected to finish the entire module by Monday at 11:59 pm (central time).

Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
Module Released at 12 am (Central) Start Reading and Working on Module Content	Reading and Working on Module Content	Reading and Working on Module Content	Reading and Working on Module Content	**Discussion Post Due by 11:59pm (Central)** Reading and Working on Module Content	Reading and Working on Module Content	**All Module Content Due by 11:59pm (Central)** Finish all Remaining Readings and Assignments

Credit Hours
The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include online lectures, reading, writing, quizzes, discussion posts, and other student work as described in the syllabus. **That means that this course requires 22.5 hours of work per week.**

This total average of 22.5 hours per week will be made up of the following components:
Watching and taking notes on video/audio content: 2.5 hrs.
Discussion Posts/Responses: 1.5 hrs.
Quizzes: 0.5 hrs.
Readings/Note Taking: 4 hrs.
Reviewing Course Materials and Notes: 1.5 hr.
Working on Course Long Assignments: 12.5hrs.
Total= 22.5 per week (on average)

Canvas Course URL: https://canvas.wisc.edu/courses/356143

Course Description:
Discover a new lens to view the Second World War! We will explore questions like *what was the significance of imperialist thinking to both the Axis and Allied powers? What were the experience of colonized peoples in WWII? How did the fallout of the war shape postwar dynamics like decolonization?* In answering these questions, students will become familiar with the history of European imperialism, decolonization in the Global South, and the growing field of research on the importance of empire in the Second World War. We will dive into the experience of colonial soldiers, how the war transformed the colonial home front, and how anti-colonial politics were altered by the war.

Readings
Readings and other class materials will be provided on the Canvas site in each module. There is no textbook for this class.

Course Requirements
All students will need a device that can reliably connect to the internet in order to access Canvas, watch course videos, download and read course readings, and upload videos.

Time Zone
This class will take place in the Central Time Zone (Madison). All times for Canvas and on the syllabus reference whatever time it is in Madison, Wisconsin. This means that assignments turned in at 11:59 pm in California will be late and not accepted; at 11:59 pm in New York will be early. Anything done in Appleton or Janesville or Waukesha by 11:59 pm CST will, of course, be right on time. Wherever you're working this summer, please know your time zone and what be aware of what the corresponding time in Madison is! This is especially important for any of you who might be working internationally.

Grade Breakdown

Each assignment and for the whole course will be graded according to the following grade scale: A (92-100%), AB (87-91.9%), B (82-86.9%), BC (77-81.9%), C (72-76.9%), D (67-71.9%), F (0-66.9%)

Discussion Board Participation (26%) (See rubric in **Appendix 1**).
- **Weekly Discussion Board Post (16%):** You will be assessed on your completion and the quality of your discussion board post each week based on a given prompt.
- **Weekly Discussion Board Responses (10%):** You will be assessed on completion of two responses to fellow classmates' discussion posts and the quality of your discussion board response will be evaluated each week.

Weekly Quizzes (14%)
- **Each quiz is 2% of total grade. 2% x 7 quizzes= 14% .** Quizzes will test your understanding of key content from the weekly readings.

Research Project (60%) You will work on a single research project throughout the class on a single theme of your choosing related to the topic of the class. This project will be evaluated based on the following four submitted assignments. (See assignment instructions/rubrics in **Appendix 2**).
- **Proposal (10%)**
- **Annotated Bibliography (10%)**
- **Paper (20%)**
- **Video (20%)**

Late Policy

Under no circumstances will work be accepted late. The syllabus is designed to give everyone plenty of time to prepare and complete assignments on time. And since we have a tight six-week schedule, it is imperative that I get your work on time to provide you with timely feedback.

Course Learning Objectives

Content Knowledge: Identify and synthesize the key events, themes, and concepts related to the Second World War in the colonial world.
Communicating Your Ideas with Others: Express your ideas and formulate arguments in written and in oral forum. Also, demonstrate your ability to respond to the ideas of others.
Engaging and Assessing Secondary Sources: Understand and analyze arguments put forward by historians in texts, how they make those arguments, and the larger implications of arguments.

Key Dates

Week 1: May 30 - June 5	
Week 2: June 6 – June 12	**Research Project Proposal Due: June 12**
Week 3: June 13 – June 19	
Week 4: June 20 – June 26	**Annotated Bibliography Due: June 26**
Week 5: June 27 – July 3	
Week 6: July 4 – July 9	**Video Due: July 7, Paper Due: July 9**

Weekly Class Schedule

Week 1: Module 0 & 1 (May 30 – June 5) – Course Overview and Introduction to the History of Colonialism

Key Questions:
- What was the importance of colonial empires to the history of the late 19th and early 20th centuries?
- What are the most important things to know about empires in this period?
- How was this system of colonial rule destabilized by the First World War and in the inter-war (after WWI and before WWII) period?

Lectures:
Introduction to the History of Empires
The Post-WWI World Order and Destabilization

Readings:
Overy, Richard. *Blood and Ruins: The Last Imperial War, 1931-1945*. New York: Viking, 2022. Prologue, p.1-43.

Complete Discussion Post – by Saturday June 3 by 11:59 pm
Complete Module 0 &1, Quizzes, and Discussion Post Responses by Monday June 5 by 11:59pm

Week 2: Module 2 (June 6 – June 12) – World War Two as Imperial War

Key Questions:
- What were the main colonial battlefields?
- How can the lese of empire help us understand the origins of WWII?
- How important were empires to the Allied and Axis war effort?
- How does assessing the importance of colonialism to the war change how we understand WWII?

Lectures:

History of WWII
Interpreting WWII in a Global Frame
The Axis as Empires

Readings:
Daniel Immerwahr, "A New History of World War II," *The Atlantic*, April 4, 2022,

Jackson, Ashley. "The British Empire, 1939–1945." In *The Cambridge History of the Second World War*, edited by Richard Bosworth and Joseph Maiolo, 1st ed., 558–80. Cambridge University Press, 2015.

Thomas, Martin. "France and Its Colonial Civil Wars, 1940–1945." In *The Cambridge History of the Second World War*, edited by Richard Bosworth and Joseph Maiolo, 1st ed., 581–604. Cambridge University Press, 2015.

Discussion Post – by Saturday June 10 by 11:59 pm (CT)
Complete Module, Quiz, and Discussion Post Responses by Monday June 12 by 11:59pm

Research Proposal Due - Tuesday June 12 by 11:59pm

Week 3: Module 3 (June 13 – June 19) – Experiences of Colonial Soldiers

Key Questions:
- What role did colonial troops play in the military history of the war?
- Why did colonial troops fight for their colonizers?
- What was the experience of military services of colonial troops?
- What were the legacies of Colonial Soldier Participation?

Lectures:
Colonial Soldiers and Imperial History
Colonial Prisoners of War
Consequences of Service

Readings:
Roy, Kaushik. "Martial Race Theory and Recruitment in the Indian Army during Two World Wars." In *Manpower and the Armies of the British Empire in the Two World Wars*, edited by Mark Frost, Andrew L. Brown, and Douglas E. Delaney, 86–100. Cornell University Press, 2021.

Blackburn, Kevin. "Armies of Collaboration and Resistance in Southeast Asia." In *The Routledge History of the Second World War*, by Paul R. Bartrop, 511–25, 1st ed. London: Routledge, 2021.

Parsons, Timothy. "No Country Fit for Heroes: The Plight of Disabled Kenyan Veterans." In *Africa and World War II*, edited by Judith A. Byfield, Carolyn A. Brown, Timothy Parsons, and Ahmad Alawad Sikainga, 1st ed., 127–44. Cambridge University Press, 2015.

Discussion Post- by Saturday June 17 by 11:59 pm (CT)
Complete Module, Quiz, and Discussion Post Responses by Monday June 19 by 11:59pm

Week 4: Module 4 (June 20 – June 26) – The Colonial Homefront

Key Questions:
- How did war impact the daily life of ordinary colonial subjects?
- How did the war transform colonial societies?
- What was the geography of civilian casualties in the colonized world?

Lectures:
Shifting Homefront
Material Conditions and War Economies

Readings:
Kratoska, Paul H., and Ken'ichi Goto. "Japanese Occupation of Southeast Asia, 1941–1945." In *The Cambridge History of the Second World War*, edited by Richard Bosworth and Joseph Maiolo, 1st ed., 533–57. Cambridge University Press, 2015.

Yasmin Khan, "Women and War in the British Empire," *War & Society* 39, no. 3 (July 2, 2020): 227–31

Ray, Carina. "World War II and the Sex Trade in British West Africa." In *Africa and World War II*, edited by Judith A. Byfield, Carolyn A. Brown, Timothy Parsons, and Ahmad Alawad Sikainga, 1st ed., 339–56. Cambridge University Press, 2015.

Discussion Post- Saturday June 24 by 11:59 pm (CT)
Complete Module, Quiz, and Discussion Post Responses by Monday June 26 by 11:59pm (CT)

Annotated Bibliography Due: June 26

Week 5: Module 5 (June 27 – July 3) – War and Anti-Colonial Movements

Key Questions:
- What was the state of anti-colonial movements on the eve of war?
- How did anti-colonial movements react to wartime mobilizations?
- What was the relationship between the Axis powers and anti-Colonial Movements?

Lectures:
Anti-colonialism nationalism and the war
Japan as anti-colonial force

Readings:
Aviel Roshwald, *Nationalism in the Middle East, 1876–1945*. Oxford University Press, 2013, p 220-241.

Sophie Quinn-Judge, "The History of the Vietnamese Communist Party 1941–1975," in The Cambridge History of Communism, ed. Norman Naimark, Silvio Pons, and Sophie Quinn-Judge, 1st ed. (Cambridge University Press, 2017), 414-420.

David Motadel, "The Global Authoritarian Moment and the Revolt against Empire," *The American Historical Review* 124, no. 3 (June 1, 2019): 843–77,

Discussion Post – Saturday June 31 by 11:59 pm (CT)
Complete Module, Quiz, and Discussion Post Responses by Monday July 3 by 11:59pm (CT)

Week 6: Module 6 (July 4 – July 9) – The End of War and Decolonization

Key Questions:
- What was/is decolonization?
- To what extent did the war experience of empires contribute to decolonization?
- How did the world order that emerged from the war shape the future of European empires?
- How should the place of Empire fit into the memory of WWII?

Lecture:
Decolonization: A Primer
War's Impact on Decolonization
Remembering Empire in WWII

Readings:
Buchanan, Andrew N. *World War II in Global Perspective, 1931-1953: A Short History*. John Wiley & Sons, 2019, ch 10 War and Postwar, 1945-1953 (pp.201-224).

Mark Philip Bradley, "Decolonization, the Global South, and the Cold War, 1919–1962," in *The Cambridge History of the Cold War*, ed. Melvyn P. Leffler and Odd Arne Westad, 1st ed. (Cambridge University Press, 2010), 464–85,

Discussion Post – Saturday July 8th by 11:59 pm (CT)
Complete Module, Quiz, and Discussion Post Responses by **Sunday** July 9 by 11:59pm (CT)

Video Due: Friday July 7
Paper Due: Sunday July 9

Course Policies

All standard policies that apply to University of Wisconsin-Madison courses apply to this online course.

Accessibility

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (UW-855) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: McBurney Disability Resource Center)

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary sanctions include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

DIVERSITY & INCLUSION STATEMENT

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

CAMPUS RESOURCES FOR ACADEMIC SUCCESS

- University Health Services
- Undergraduate Academic Advising and Career Services
- Office of the Registrar
- Office of Student Financial Aid
- Dean of Students Office
- Graduate Student Services

An Anti-Racist Class

As a class community, we should work together in order to create a supportive space for everyone. None of us should tolerate racism. I also ask that we all commit to listening to feedback and to reflecting on our own ideas and actions.

Pronouns

Pronouns matter — they say a lot about who we are and how we want others to treat us. Using gendered language conscientiously is one small way that we can show respect to each other as

individuals and make UW a warm, welcoming, and inclusive environment for all members of the campus community. As of January 11, a new feature is available in Canvas that enables all students, faculty and staff (with Canvas accounts) to indicate their gender pronouns in use. Those who opt to use the feature will see their pronouns appear anywhere their names appear in Canvas - e.g., Jane Doe (she/her). Users will be able to choose from a drop-down menu of the most common binary and nonbinary pronouns in use on campus

Netiquette
What is Netiquette?

Simply stated, it is network etiquette; that is, the etiquette of cyberspace, including when learning in an online environment. Therefore, netiquette is a set of rules for behaving well online.
When you enter any new culture—and the Internet and online learning has its own culture—you may commit a few social blunders. For example, you might offend others without meaning to, or you might misunderstand what others say and take offense when it is not intended.

General Netiquette Suggestions

- Use your campus email account. When sending an email specific to a course, include the course name in the subject line of the email message.
- Assume communication on the internet is not secure. Never put anything in an email message that you would not put on a postcard.
- Respect the copyright on material that you reproduce. Identify your sources if you use quotes, references, or other resources.
- If you are forwarding or re-posting a message you've received, do not change the wording. If the message was a personal message to you and you are re-posting to a group, you should first ask permission of the original sender. You may shorten the message and quote only relevant parts, but be sure you give proper attribution.
- A good rule of thumb is be conservative in what you send and liberal in what you receive. You should not send or respond to heated messages even if you are provoked. Wait overnight to send emotional responses to messages.
- Be especially careful with sarcasm. Be professional and use care when interacting online; you don't have the ability to gauge emotions or reactions to your comments.
- Use mixed case lettering. UPPER CASE LOOKS AS THOUGH YOU ARE SHOUTING. Capitalize words only to highlight a point or for titles.
- Use smileys ("emoticons") to indicate tone of voice, but use them sparingly. :-) is an example of a smiley (sideways view). Do not assume that the inclusion of a smiley will make the recipient happy with what you say or wipe out an otherwise insulting comment.
- Do not use slang or local acronyms.
- Personalize your question or response. Address your message to the person by using their name.
- Be specific and identify what issue, topic, or specific statement you are asking about/responding to.
- Refer to the topic/message you are replying to by including the topic in your message.
- Invite a response to your comment by asking another open-ended question.
- Be brief without being overly terse. When replying to a message, include enough original material to be understood but no more. It is extremely bad form to simply reply to a message by including the entire previous message: edit out all the irrelevant material.

- Keep your messages to no more than two or three paragraphs at a time. Any longer and it becomes difficult to read. Moreover, shorter messages encourage more people to join in to the discussion. This means you should plan your responses before you write them.
- If you do post a long message, warn other readers at the beginning that it is lengthy.

Use of AI tools

ChatGPT and other AI tools are transforming what it means to be a student and scholar. These tools can be very useful in many settings. However, they are not perfect and are not always reliable sources. In this course, feel free to use AI tools as you would use Wikipedia. However, like with Wikipedia, ChatGPT and other AI software are not acceptable academic sources for this course. Further, just like you are not allowed to have your friend write your assignment, it is not allowed to use an AI tool to write your assignments for you. Just so you know, there are several tools now available that can detect AI generated content. That said, feel free to use AI tools to check your work for spelling, grammar, and to help edit text that you have written yourself.

If you have any questions or doubts about this policy, please get in contact with me.

Technology
Key Software and Hardware

- **Course Learning Management System (LMS)**
  - The course uses the Canvas LMS.
  - Canvas has a number of tools that will facilitate your learning, communication, and activity within this course. Visit the Canvas Student Guide

- **Required Hardware:**
  - Internet Connection: A high-speed connection via cable, DSL or a network is best. It is possible to complete the course using a slower connection, but it may be a frustrating experience due to delays in accessing pages and download speeds.
  - Computer Specifications: 1 GHz processor; 2GB RAM
  - Computer Audio: sound card and speakers
- **Browsers:**
  Though Canvas is compatible with most common web browsers, we **strongly recommend using Google Chrome**; it provides the most consistent, stable experience in Canvas. It is best to always have the latest version installed for security reasons and to experience full functionality of the course.
  We also recommend you download the latest version of more than one browser. Sometimes, little glitches can be resolved simply by trying the same function in another browser. Visit the Canvas Community to learn more about which browsers Canvas supports
- Links to an external site.
- **Pop-up blockers:**
  Disable pop-up blockers within your browser for this course, as these will interfere with accessing some files. If you do not know how, simply Google "disable pop-up blocker in [insert your browser and version here]"

Need Tech Support?

- Post your technology-related question to the Open Forum discussion or contact your instructor via e-mail.
- Contact the DoIT Help Desk via chat, email, phone, or in person.

Course Evaluations

You will be provided with an opportunity to evaluate this course and your learning experience. I really value your feedback—it helps me to reflect on what is working and what might need to change. As such, it also benefits future groups of students. Note that UW-Madison now uses an online course evaluation survey tool, AEFIS. In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it anonymously.

Appendix 1
Discussion Post Grading Rubric

Criteria	Advanced	Proficient	Insufficient
Reading	Discussion posts reflect the completion and a thorough understanding of all assigned course material for the module. Specific references to material are made to substantiate comments made.	Discussion posts reflect a general understanding of assigned course material. Comments make some general references to course materials in supporting the comments made.	Discussion posts do not reflect the completion of the week's readings. Course material is not referenced in substantiating discussion posts.
Prompt	Posts reflect a thoughtful and critical engagement with the given discussion prompt/question. The post includes all the elements asked for in the prompt.	The post reflects an engagement with the prompt/question, but the content is somewhat surface level. The post includes most of the elements asked for in the prompt.	The post does not engage with the prompt/question and does not follow the instructions.
Learning Community	Student engages in a thoughtful and respectful way with their classmates' posts. Their comments reflect a close reading of their classmates posts as well as the general course material.	Student directly engages with their classmates' posts with a comment that reflects a general reading of the post. Posts reflect a brief reading of their classmates' comments and connections to course	Student does not directly engage with classmate's posts. Comments are not done in a respectful way. Posts do not make direct connections to what classmates are saying nor to the course material.

		material could be stronger.	

Appendix 2
Course Long Research Project

In History 229, you will complete an independent research project that will be comprised of four sub-sections: a research proposal, an annotated bibliography, a research paper, and a short video that explains your project to your classmates. You will get to choose the topic of your paper as long as it has a connection to the topic of the course.

Due Dates: (All assignments are due by 11:59 pm Central Time)

Research Proposal – June 12 (15% of your grade)
Annotated Bibliography – June 26 (10% of your grade)
Video Presentation – July 7 (20% of your grade)
Research paper– July 9 (20% of your grade)

The goals of this research project are:

- To explore one topic of your choosing within the overall topic of Empire in WWII in great detail
- To synthesize a large amount of historical information and be able to communicate it in writing and orally
- To develop a research project, create a timeline and plan of action, and to complete it
- To write clearly and succinctly about a complicated topic while making a well-supported argument

Choosing a research topic is one of the most important components of this assignment. There are so many options for you to choose from. You should choose your topic based on your interests (you will be reading and writing about a topic for the next 6 weeks, you should find it interesting).

At the same time, not all topics are as feasible as others. Some topics are too broad or complex for a short research paper like we are doing. On the other hand, some topics are so specific that it might be difficult to find enough research material to base your paper on. If in doubt, please make an appointment to talk with me one on one or send me an email.

If you are trying to come up with a topic, try using the course organization as a guide. We are exploring broad topics like Axis and Allies relationships to colonies and empire, the experience of colonial soldiers, the experience of the colonial home front, and how anti-colonial movements reacted to war. These are key aspects of the colonial world's WWII and there has been a lot of research already done on these topics, so you will have material to draw from. Some interesting other topics could be wartime propaganda directed to colonies, the wartime experience of women in the colonies, how war caused economic changes. Remember, it probably will be too much to study these topics for the entire colonial world so in many cases it is advisable to pick a place or region that interests you the most.

Some suggested topics include: Axis propaganda directed at the colonial world; Allied propaganda directed at the colonial world; War's impact on gender relations in the colonial world; How a specific anti-colonial movement reacted to WWII; How war transformed anti-colonial politics; The economic impact of war on a specific place; the impact of the Holocaust on Jewish people in North Africa; The impact of French or British wartime policies; The impact of the experience of a particular group in the war effort; The militarization of civilian life during the war in the colonies; How colonial hierarchies

were challenged or maintained in the war; Were the Japanese anti-colonial or new colonial power?; How European colonialism shaped the nature of WWII; How the war shaped the process of decolonization. **These are just suggestions to get you started. Feel free to use one or come up with one on your own. If you want to get some feedback on your choice, get in contact with Collin early on.**

Once you pick your topic you will need to choose a specific research question. This will narrow your focus and guide your research. A question that is too broad, or would require 100 pages to answer, will not work for this course, so choose your question wisely. For example, a question like "what was the economic impact of the second world war on the colonial world?" would be far too broad, as you would have to research about many different places, many different industries, etc. A more appropriate question could zero in on a specific place or you could focus on a single industry. Further, you should specify what kind of impact you are interested in, is it in terms of future economic dynamics, the living standards of ordinary people, or in terms of labor relations. The key is to be very specific in your focus while not going too far so that the larger significance of the project gets lost.

Additionally, good historical questions are argumentative, meaning they can be answered in multiple ways. You do not want to just present a list of facts in your essay. An essay question like "Where did British colonial soldiers fight in WWII?" is an important thing to understand but it would not serve as a good essay question because there would be no argument or debate. Historical questions often address issues of cause and effect, motives, or meaning that can be debated.

An example question could be:

"What did Nazi Germany's propaganda directed towards the Middle East tell us about the shifting ambitions and larger world view of the Nazi regime?" This question uses propaganda as a way to explore the motives and nature of the Nazi regime, something that is both very interesting and is a debated topic.

"How did the demands of war mobilization in India transform the place of women in society?" This question explores the effects of war.

For a guide to forming historical research questions, the History department Writing Lab has a very useful document: https://history.wisc.edu/wp-content/uploads/sites/202/2017/05/historylab_thesespieces.pdf

<div style="border:1px solid black; background-color:#b8c4e0; padding:10px">

Research Proposal Assignment

Overview: This assignment asks you to produce a formal proposal that is between 750-1000 words describing the research project that you will complete over the 6-week course. In this proposal you will describe the topic you hope to research, outline your main research question that you hope to answer, explain why you personally find this topic interesting, and outline your week-by-week research and writing plan.

Due: June 12

Format: 750-1000 words; 2.0 spacing; 1" margins; size 12 font; include your name and date; submit a .doc file.

Submission: Submit via Canvas

Grading: This assignment is worth 10% of the overall class grade

Recommended Readings: Module 2 readings will be very helpful for giving you ideas

</div>

Assignment Goals:

1. Develop an effective research topic and plan for your course long research project
2. Clearly articulate a feasible answerable question and explain why it is a good question
3. Give you practice working on research proposals as a genre of writing

Proposal Requirements and Structure

The proposal should be at 750-1000 words in length and should include the following sections (use these as sub-headings in your proposal):

- **Introduction to your topic.** Draw your reader in by setting the historical context of your project and introduce your specific topic. End this section by stating what the research problem is- i.e. what do we need to know more about

- **Research question.** Craft a well-thought-out research question that will guide your research and through answering you will contribute to understanding your overall topic. You can include some related secondary questions that flow from your main one. Justify why your main research question is a good question that you actually will be able to answer.

- **Why you personally find it interesting and why others should too.** You can use third person or first person, as you prefer.

- **Research Timeline.** Look ahead to the next assignments and craft a week-by-week research and writing plan that includes how and when you will find academic sources to base your research on, when you will read these sources, when you will start outlining your paper and video presentation, when you will write your paper and presentation script (if you choose to write one), when you will edit your writing, and when you will record your video.

- **Conclusion.** End by stating why answering your research question matters. How will it help you and everyone else understand something important about the wider world, in the past or even today.

Research Proposal Rubric

	A	B	C
Research Topic	The specific topic of the research project is well contextualized, specific, and clearly articulated.	Unclear or weak contextualization, research topic is too broad, not articulated clearly.	A specific research topic is not provided.
Research Question	Well-phrased research question that is feasible	Unclear research question; or research question is too broad to be feasible	Research question is not explicitly stated or the research question is not suited for this assignment
Significance/importance	The significance, importance, and implications of research project for a broader understanding of WWII or other topics is clearly articulated	The significance, importance, and implications of the research project is vague, not clearly connected to the project, or not given enough attention	The importance of the research is given little to no attention or is not relevant to the specifics of the project
Research Plan	Research plan is detailed, feasible, and includes all key elements of the research project	It would be difficult to carry out this research project based on this description	Plan is not described; or research project could not be completed based on this description
Writing	Clear, engaging prose with minimal to no grammar/spelling errors; follows assignment instructions	Understandable prose but not engaging; some errors; does not follow all assignment instructions	Prose is difficult to understand; numerous errors; does not follow assignment instructions

Annotated Bibliography Assignment

Overview: Based on your research topic and question, in this assignment you will create an annotated bibliography containing six (6) academic sources that will allow you to answer your research question.

Due Date: June 26

Format: Chicago Manual Style Citation; 2.0 spacing; 1" margins; size 12 font; include your name and date; submit a .doc file.

Submission: Submit via Canvas

Grading: This assignment is 10% of your grade

What is an annotated bibliography?

A *bibliography* is a list of citations of sources (books, journal articles, films, etc.) that you have used in a research paper. An annotated bibliography includes all the same things but also provides a summary and evaluation of each source listed. These summaries and evaluations should be written in proper paragraph form and should be approximately 250 words.

What to include in your annotation?

For each source you cite in your bibliography you should have a annotation that includes the following:

- Explain the main topic of the source
- Summarized the key findings or arguments of the source
- Explain the academic/intellectual credentials of the source
- Describe any shortcomings or biases you notice in the source
- Explain the value of this work for your research project.

How do I get started?

There are many ways to find academic sources online and through UW-Madison's library system we have access to a huge amount of material that can be accessed digitally and/or at the library.

1. Come up with a list of key words related to your topic that are both specific and broad (e.g. Broad: Africa in WWII, Specific: Kenyan Soldiers in WWII)
2. Search UW Madison's library book and article catalog, accessible from the library website homepage: https://www.library.wisc.edu/. Another great way to look for books and articles is through google scholar: https://scholar.google.com/. There are even some very cool AI tools like LitMaps, that, once you have one good source, can provide a list of relevant additional books and articles: https://www.litmaps.com/. However, nothing can replace looking at the footnotes and bibliography of relevant books and articles.
3. Evaluate your findings. Not everything that comes up will be relevant or directly useful for your research project. Further, ensure that the source is a credible scholarly work (no Wikipedia, no History.com). There are many sources online that are actually quite strong but for the purposes of this assignment you are to use academic sources.
4. Create a list of sources that seem directly relevant to answering your question.

5. Narrow your initial list of sources to six sources. Here you want to choose six sources that could serve as the basis for answering your research question. Remember you will need sources that are narrowly focused but also sources that can help you contextualize your topic. You probably want to have two sources that can give you the bigger picture and four sources that go in detail (this is just a suggestion, each project will be unique).
6. Read and annotate your sources.

Format
You need to cite the sources in your annotated bibliography using the Chicago Manual of Style Citation requirements. These can be found here:
https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

An example for a book written by a one author is:

Khan,Yasmin, *The Raj at War: A People's History of India's Second World War*, (London: The Bodley Head, 2015).

An example for an edited collection:

Killingray, David, and Richard Rathbone, eds., *Africa and the Second World War* (London: Palgrave Macmillan UK, 1986).

An example for a journal article:

Madley, Benjamin. "From Africa to Auschwitz: How German South West Africa Incubated Ideas and Methods Adopted and Developed by the Nazis in Eastern Europe." *European History Quarterly* 35, no. 3 (July 1, 2005): 429–64.

Your bibliography entries should be in alphabetical order based on the last name on the author. The format is slightly different for books compared to a chapter of an edited book or a journal article, so take your time reading through the above web page. There are also digital tools that can do this for you, including on the library page for that source or source management tools like Zotero or Endnote. Given that you can get the computer to do citations for you, there is really no excuse for not having proper Chicago style citations.

Under each source, include your annotation. This should be at least 250 words and include the above listed criteria. Include your research question at the top of the first page.

Rubric

	Advanced	Proficient	Insufficient
Sources	The sources selected are scholarly, relevant to the student's project, and together allow the student to answer their research question.	Most sources selected are scholarly, relevant, and likely they will allow the student to answer their question.	Selected sources are not scholarly, not relevant to the chosen topic, and would not allow the student to answer their research question.
Summary	Student can succinctly, clearly, and accurately summarize the most important elements of their sources.	Student can communicate many of the most important topics of their sources.	Summaries are not clear, succinct, or accurate and the most important components of the sources are unclear.
Analysis	Student can provide a thoughtful analysis of each source and precisely articulate how the source is relevant to their own project.	Student provides some analysis of the source and generally shows how the source is useful for their project.	Student does not provide their own analysis of their sources and does not show how the sources are useful their project.
Format	Student follows format instructions and properly cites all sources.	Student mostly follows the formatting instructions, and their citations are mostly error free	The student does not follow formatting instructions and does not use proper citation format.

Video Presentation Assignment

Overview: For this assignment, you will make a short (3-5 minutes) video presenting your essay to the class. Using Canva's video capturing technology or any video recording technology you choose, you will have to communicate orally your argument and main research findings to your fellow students. Further, you need to comment on two of your fellow students presentation videos (due by June 9th). In your comments, connect your own research project to that of a fellow student in order to make a larger statement about the place of the colonial world and empires in WWII.

Due Date: July 7

Format: 3-5 Minute video uploaded to Canvas or video recorded in Canvas; Feel free to use a PowerPoint presentation or other visual material.

Submission: Submit via Canvas.

Grading: This assignment is 20% of your total grade (15% for the video and 5% for your comments on other students videos)

Instructions:

This presentation is an opportunity to communicate with the class your research topic, your essay argument, the significance of your topic and argument, and present some of your research findings. You will also watch your fellow classmates' videos and comment on at least two of them. In your comments, connect your own research project to that of a fellow student to make a larger statement about the place of the colonial world and empires in WWII.

In your video, you will be evaluated on both on the content that you communicate but also your ability to communicate orally clearly, effectively, and concisely. If having a visual aids like photos or a PowerPoint presentation will help you convey your ideas more clearly, please feel to use them. Further, if you feel comfortable presenting from memory, feel free to do so. But if you would prefer to work from a script, that is also okey.

I am sure that all of you consume video content daily. Keep in mind things that make a video engaging. Make sure there is sufficient light, that your audio is clear, that you do not mumble etc.

Here is a video with some useful tips for all presentations:
https://www.youtube.com/watch?v=1OkIbUWQLi8
Here is a video with some useful tips for video presentations:
https://www.youtube.com/watch?v=853Gnuou0-s

Video Presentation Rubric

	Advanced	Proficient	Insufficient
Argument	The presenter clearly states a strong thesis and explains their topic well. They also provide strong evidence to support their argument. The whole presentation is clearly connected to the overall argument.	The presenter presents a thesis and their topic adequately. They also provide some evidence to support their argument. The whole presentation is generally connected to the thesis.	The presenter does not clearly present their thesis or topic. They provide minimal or no evidence to support their argument. There is no overarching focus of the presentation.
Content	The presenter provides great historical examples and references that show the extent of the research they have conducted.	The presenter provides some historical examples and references but lacks some specificity.	The presenter does not provide historical examples and references. It is unclear that this presentation was based off a research paper.
Presentation Style/Quality	The presenter is a very effective oral communicator, using effective rhetorical strategies to keep viewers engaged while communicating their content. The production quality of the video is excellent.	The presenter is an adequate oral communicator, keeping the viewer mostly engaged. The production quality of the video does not interfere with the presentation of the content.	The presenter is not an effective oral communicator, and it is hard for the viewer to stay engaged. The production quality interferes with the viewing of the presentation.
Comments on Other Students' Videos	Comments reflect a detailed understanding of fellow students' presentation. Comments reflect thoughtful analysis that connects the specifics of the presentations to wider class topics.	Comments reflect an adequate understanding of fellow students' presentation. Comments make connections to topics we have explored in the class overall.	Comments do not reflect a close watching of fellow students' presentations. Comments do not make larger connections to course content.

<div style="border: 1px solid black; padding: 10px;">

Research Paper Assignment

Overview: The research paper is intended to provide you with an opportunity to develop an expertise in a specific topic within our course. The paper should be between 1500-1750 words (approximately 6-7 pages in length, not including bibliography). In it, you should cite at least six (6) academically credible sources. Citation should be done in Chicago Style. Your paper should have a clear thesis statement (the answer your research question), should use your research to substantiate your thesis, and also include the larger significance of your argument.

Due Date: July 9

Format: 1500-1750 words; 2.0 spacing; 1" margins; size 12 font; include your name and date; correct Chicago Style citation, submit a .doc file.

Submission: Submit via Canvas.

Grading: This assignment is 20% of your total grade

</div>

Paper Instructions

Your research paper should draw on your research proposal and annotated bibliography. It is okay if the specifics of your question and focus have shifted a little bit during the research and writing project, but you should not write about a completely new topic.

You should use at least 6 academic sources as the evidence base for answering your research question. You need to cite these sources using foot notes and using the Chicago Manual Style of Citation (just like your annotated bibliography). You should also include a page of all your references at the end of your paper.

A crucial component of the essay is that you have an argument. This argument should be an answer to your research question. Your paper should not just be a summary of facts that you have accumulated.

Here is a guide from the UW Madison History Lab that will help you think about going from a historical question to a thesis statement:

"Now that you have a question, it's time to answer it. Just like a lawyer constructing a case for court, historians must present to their readers coherent, compelling arguments based on the best available evidence and sharpest possible reasoning. The thesis statement outlines what the author wants to prove. It is the first step in persuading readers that you have a good answer to the question at hand.

Observations: Avoid These in Your Theses

An observation is not a thesis statement. To identify whether a sentence is merely an observation, ask yourself whether a reasonable person could disagree with the statement. Here are some examples of observations:
• The British were the major naval power in the nineteenth century.
• Historians disagree about the causes of the French Revolution.

• Britney Spears became a pop singer in the 1990s.

Weak Thesis Statements

Some thesis statements do assert claims but fail to address their claims' validity. This leaves readers to wonder "How?" and "Why?" Your job as a writer is to answer these questions clearly and directly in your thesis statement. The following are examples of weak thesis statements:
• A dominant navy allowed the British to effectively control foreign territories.
• The origins of the French Revolution cannot be reduced to a single cause.
• Britney Spears' cultural influence has long been overlooked by historians.

Strong Thesis Statements

To strengthen your thesis, make sure that it not only states your claim but also provides a persuasive explanation for that claim. In other words, the writer answers the how and why question here, not the reader. Listed below are some strong thesis statements:

• The British Empire's ability to disrupt trade, move troops, and distribute resources with its navy allowed them to control foreign territories.
• Heightened political awareness, fueled by decades-long inequities in the French political system, transformed a mundane food shortage riot into the French Revolution.
• Due to their privileging of high culture over pop culture, historians have overlooked the cultural significance of Britney Spears in the late 1990s and early 2000s, missing a crucial voice in the development of middle-class white femininity.

Of course, a thesis statement does not prove your argument. Your evidence and analysis, combined with your writing's eloquence, will help persuade readers. But a strong thesis statement will make for a more compelling essay and, as Toynbee advised, demonstrate that history is more than just "one damned thing after another." Debate that."

https://history.wisc.edu/wp-content/uploads/sites/202/2017/05/historylab_thesespieces.pdf

For other writing guides use this link: https://history.wisc.edu/undergraduate-program/the-history-lab/history-lab-writing-guides/

If you need assistance with any aspect of your essay, please get in contact with Collin as early as possible.

Research Paper Rubric

	Advanced	Proficient	Insufficient
Thesis	Presents a thesis that provides direction for the paper that is engaging and thought provoking, The thesis clearly and concisely states the position, premise, or hypothesis and is consistently the focal point throughout the paper.	Presents a thesis that provides adequate direction for the paper with some degree of interest for the reader. The thesis states the position, premise, or hypothesis, and is the focal point of the paper for the most part.	Fails to present a thesis or it is not clearly defined and/or the paper lacks focus throughout.
Analysis	Demonstrates a sophisticated understanding and careful, critical analysis of the research topic. Compares/contrasts perspectives, considers counter arguments or opposing positions, and draws original and thoughtful conclusions with future implications.	Demonstrates an understanding and some critical analysis of the research topic and thesis (argument). Adequately compares/contrasts perspectives, counter-arguments, or opposing positions but broader connections and/or implications are not as thoroughly explored.	Demonstrates a lack of understanding and inadequate analysis of the research topic and thesis. Analysis is superficial based on opinions and preferences rather than critical analysis.
Evidence	Provides compelling and accurate evidence to support in-depth the central position. Research sources are highly relevant, accurate, and reliable and add to the strength of the paper; and are effectively referenced and cited throughout the paper.	Provides essential, accurate evidence to support the central position that are mostly relevant, accurate, and reliable. Sources are referenced and cited appropriately throughout the paper for the most part.	Lacks sufficient research sources to support the central position and/or, if included, are generally not relevant, accurate, or reliable. Contains numerous factual mistakes, omissions, or oversimplifications. Sources, if included, are not properly referenced and cited in the paper.
Writing and Format	Paper is well written and clear using Chicago style guidelines and strong writing style. Basically free from grammar, punctuation, spelling, usage, or formatting errors.	Paper shows an average and/or casual writing style using standard English and following Chicago style guidelines. Some errors in spelling, grammar, punctuation, usage, and/or formatting.	Paper shows a below average/poor writing style lacking in elements of appropriate standard English and following proper Chicago style guidelines. Frequent errors in spelling,

			grammar, punctuation, spelling, usage, and/or formatting.