

HIS 217-02

## The World in the Twentieth Century 1900-1945



**Class time:** MW- 3:30 pm- 4:45 pm

**Lecture Hall:** MHRA 1215

**Professor:** Kimberly M. Check

**Office:** MHRA 3103

**Office Hours:** MW, 11:00 am-1:00 pm; Tuesday, 10:00 am-11 pm; by appointment

**Email:** [kmcheck2@uncg.edu](mailto:kmcheck2@uncg.edu)

### **COURSE DESCRIPTION:**

This course adopts a transnational approach to uncovering of links across formal national borders and analyze global developments. It provides a historical survey of events in world history from 1900-1945. The first half of the twentieth century witnessed significant global conflicts and concerted efforts to both reimagine and reorder the world. Some of the specific topics that will investigate include: the world wars and their repercussions for the rise and fall of global empires, the growth of nationalism, and the worldwide implications of the Great Depression, the emergence of anti-colonial movements, and the challenge of decolonization. By understanding these historical developments, students will recognize that those historical events that they encounter within this course are not isolated but interconnected and interdependent. Additionally, an appreciation for how the present is a result of these historical events prepares students to function as conscious historical actors and responsible citizens within the 21<sup>st</sup> century global community. This course fulfills the General Education Historical Perspective (GHP), Modern era (GMO), Global non-Western (GN) markers and is cross-listed with IGS.

The study of history is a creative process that is based on the analysis of historical evidence in order to open up a “conversation” that involves the professor, students, and historical actors. Throughout the semester, you will learn a number of historical thinking skills that will guide you on your journey of investigating the collective past. These skills are as follows:

### **General Education Historical Perspectives (GHP) Student Learning Outcomes:**

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. (GHP 1)
2. Use evidence to interpret the past coherently in writing (GHP 2)

### **General Education Global Non-Western Perspectives Student Learning Outcomes:**

1. Find, interpret, and evaluate information on diverse cultures. (GN 1)

2. Describe interconnections among regions of the world. (Must include substantial focus on cultures, nations or sub-nationalities in the Caribbean, Latin America, Middle East/North Africa, Asia, Africa, Pacific Islands, or indigenous peoples around the world). (GN 2)
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues (GN 3)

### **REQUIRED READING:**

This course will not utilize a required textbook. Instead, the course lectures and primary and secondary source readings will provide the context and background needed to comprehend the topics that are presented. The weekly readings will be available on Canvas or through Jackson Library. It is your responsibility to access and read the material prior to coming to class.

### **RECOMMENDED TEXT:**

- **Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*, 6<sup>th</sup> ed. New York: Bedford/St. Martin's, 2010.**

This quick-reference guide provides an easy-to-read introduction to writing effective history papers; it emphasizes critical reading skills and provides tips for evaluating primary and secondary sources, conducting research, and avoiding plagiarism through proper citation.

### **SEMESTER COURSE WORK:**

#### **Short-weekly reading quizzes:**

A short weekly reading quiz that includes **one short answer response question** based on the weekly assigned reading will be administered at the beginning of class in order to measure how well students are able to apply the knowledge they have obtained. The quiz will occur **every Monday** during the **first 15 minutes of class**. These quizzes cannot be made up. However, I will drop the two lowest quiz grades prior to averaging the final course grades.

#### **Examinations:**

**2 unit examinations** will be administered in this course. These exams are designed to provide students space to grapple with historical information that has been presented through the course lectures and assigned readings. The format will include identification questions, a brief primary source document with short response questions, and a brief take-home essay. Students can utilize lecture notes, primary source documents, and other ancillary materials that have been provided by the instructor to support their arguments.

Directions regarding length, font style, citation style, and margins will be provided at a later date in Canvas. The take-home portion of the examinations will be submitted via Turnitin in Canvas.

**An exam study sheet will be provided in order to aid you in your preparation. This study tool will be uploaded to Canvas one week before the scheduled examination.**

## **Analytical Essay (2):**

The analytical essay is an interpretative assignment. Over the course of the semester, students will be required to write 2 analytical essays (approximately 6 pages in length) based on the assigned primary source readings. The essay should be focused and include the following components:

- **Thesis statement: a specific argumentative claim introduced early on in your essay**
- **Evidence: specific quotes or examples from the assigned primary sources to support your argument.**
- **Interpretive analysis: explanations/connections of how the sources support your argument**
- **Logical Organization: a purposeful ordering of ideas so the reader can understand your argument**
- **Conclusion: a summary of what you have demonstrated in the essay.**

A rubric will be provided on Canvas that reflects detailed instructions regarding how to complete this assignment.

## **Film Reaction and Reflection Assignments:**

A film reflection is a reaction piece to a film that you have viewed. Reflections should be 2 pages, double-spaced using 12 point Times New Roman Font.

The reflection will include the following elements:

- Identify the characters and provides the reader with a clear idea of the main plot
- Analyze how the topic in the film is related to the topics discussed in class
- Address your personal reaction to the film, explores a cultural point that you learned, what you were surprised by during your viewing and explore if there is any subject matter in the film that you never understood before and how the film clarifies the topic.
- Include the complete title of the film and the name of the director.

## **GRADING**

<b>Syllabus Quiz</b>	<b>(Complete/Incomplete grade)</b>
<b>Weekly reading quizzes (Every Monday)</b>	<b>10%</b>
<b>Analytical Essays (Sept. 12, Oct. 24)</b>	<b>30%</b>
<b>Midterm (Oct. 3)</b>	<b>15%</b>
<b>Final (TBA)</b>	<b>20%</b>
<b>Attendance/Participation</b>	<b>10%</b>
<b>Film Reaction and Reflection Assignments (Oct. 9, Nov. 5, Nov. 19)</b>	<b>15%</b>

## STUDENT RESPONSIBILITY GUIDELINES

### A. ATTENDANCE:

There is a strong correlation between regular attendance and successful academic performance in college courses. Thus, attendance is mandatory for this course. Attendance entails showing up on time and being prepared to engage the material in class. Attendance will be taken regularly. A printed sign in sheet will be circulated every class period. If you fail to sign your name to the sheet you will be counted absent. It is your responsibility to keep up with your absences. I expect you to not only be on time, but be prepared to take notes and remain in class for the entire meeting time unless you have a genuine emergency. If you know that you may have to leave class early please speak to me prior to class to inform me of your circumstance.

If you cannot attend class due to excusable circumstances (athletics, medical issues, etc.), other arrangements may be made as deemed appropriate—please see me to discuss. Please note, missing class does not absolve you from having to complete the reading and writing assignments for that day.

### B. TECHNOLOGY:

**Electronic-Free Zone:** This class is an electronic-free zone. Turn off your phone before you come to class. We are going “old school” when it comes to notetaking. If you are caught texting or utilizing laptops or any other electronic device you will be given a warning. If the infraction occurs again you will be asked to leave the class for the day.

I will not allow students to use devices to record my lectures unless specified as part of a disability accommodation. If there is ever a case where you need to utilize an electronic device as part of a disability accommodation, please contact me as soon as possible.

### C. COMMUNICATIONS:

I am happy to answer questions in order to assist you in your learning. The best way to contact me is via email. When sending an email please use your University email. Always include a specific subject line. Additionally, as you compose your message please be concise as well as precise in your message so I can best assist you. **I answer emails from 9:00 am-6:00 pm. Please give me 24 hours to respond to your message.**

**Note-taking:** The Power points that will be utilized in this course will be posted on Canvas after class. You should get in the habit of taking notes in class. Learning to listen, to sort information, and to take effective class notes are skills you should acquire to function effectively in any college course.

**Courtesy:** I am concerned with creating a courteous learning environment. Please do not talk while the professor or another student is talking because this is distracting and you will miss beneficial information. If there is ever a time when you feel that you are experiencing academic difficulties in this course please come and seek my assistance ASAP.

#### D. LATE ASSIGNMENTS AND MAKE-UP WORK

Late assignments will not be accepted. If there is any reason that you cannot submit an assignment on the due date you must contact the professor **48 hours** prior to the due date. Request for make-up examinations must be submitted one week in advance prior to the examination date. If this procedure is not followed you will not be able to make up the examination.

*Exceptions to the late-assignment / make up policy will be made when the absence is a result of:*

- ❖ **Illness (verified by an official statement from the Student Health Center or a medical professional)**
- ❖ **Participation in an institution-sponsored activity (verified by a written statement from a faculty sponsor)**
- ❖ **Death in your immediate family**
- ❖ **Military commitment**

#### E. DISABILITY ACCOMODATIONS:

The University of North Carolina at Greensboro seeks to promote meaningful access to educational opportunities for all students. If you have any needs or questions related to disability issues, please contact the **Office of Accessibility Resources & Services (OARS)**. **The office is located in the Elliott University Center (EUC), Rm. 215.** I am committed to ensuring that this course is accessible to all enrolled students. You do not need to disclose specific details regarding your disability with the instructor in order to receive accommodations.

#### F. ACADEMIC INTEGRITY AND PLAGERISM:

Plagiarism can be intentional and unintentional. Students fall into this trap when they present someone else's ideas as their own. One of the major reasons that plagiarism occurs is that students are unable to find their original voice as they are engaging in the research and writing process or they do not understand what they have read. Copying the work of others and passing it off as your own will not be tolerated in this classroom. Plagiarism is a serious academic offense. **The consequences for plagiarism include: receiving a grade of zero for the assignment, a failing grade for the course, as well as university sanctions.** To prevent plagiarism all students will submit their papers through Turnitin, which is embedded in Canvas.

#### G. ACADEMIC SUPPORT:

For assistance with a writing assignment, contact the University Writing Center, which is located in the MHRA 3211. Staff members are available for face-to-face as well as on-line consultations. The Writing Center also has a quick online-chat box that enables students to submit questions regarding citations, grammar, or general writing concerns. Additionally, students have the option of scheduling appointments with a staff member or dropping in. The website is: <http://writingcenter.uncg.edu/>. The University Speaking Center is another great academic resource that provides support designed to help members of the UNCG learning community to develop confidence in their oral communication skills. The Speaking Center is located in 3211 MHRA. The website is <http://speakingcenter.uncg.edu/>.

## CITATION REQUIREMENTS FOR HIST 217-02

Citation is important because it allows the reader to evaluate the quality of the sources used and to give credit to the author of these sources. Without proper citation, the professor might think that you are guilty of plagiarism. Therefore, it is important to cite every quote, paraphrased passage and/or directly quoted passage that is drawn from primary and secondary sources.

This course will use **parenthetical in-text citations (MLA Style)**. To compose properly formatted citations it is suggested that you access the following website through the Jackson Library home page: <http://uncg.libguides.com/citation/mla> .

### SCHEDULE AND READINGS

#### UNIT 1: THE WORLD AT THE TIPPING POINT, 1900-1914

##### WEEK 1

**Aug. 15**—Introductions, Course Procedures, and History Assessment  
Understanding the Difference between ‘Global History’ and ‘World History’  
Doing History: Utilizing and Understanding Primary/ Secondary Sources

##### WEEK 2

**Aug. 20**---Nationalism and Liberalism/Unification in Germany and Italy

**Assigned readings:**

Documents of German Unification, 1848-1871; Herbert Spencer, “Progress: Its Law and Cause”;  
LT. Hobhouse, “Liberalism, 1911”. (IMHSB)

**Aug. 22**--- The Bourgeoisie and Its Others: Women, Workers Socialists and Jews

**Assigned readings:**

Emmeline Pankhurst, “Militant Suffragist, 1913” (IMHSB)  
“Emmeline Pankhurst Plans Hunger Strike,”  
<https://www.loc.gov/resource/rbcmil.scrp6003701/?sp=2>  
Karl Marx and Friedrich Engels, “Communist Manifesto”

##### WEEK 3

**August 27**--- Ideologies of Civilization and Progress (Labor Day Holiday-no class)

**Assigned readings:**

Jules Ferry, “French Colonial Expansion,” (IMHSB)  
Rudyard Kipling, “The White Man’s Burden,” (IMHSB)  
Dadhabhai Naoroji, “The Benefits of British Rule, 1871”

**August 29**---Anti-imperialist critiques

**Assigned readings:**

Edward Morel, “The Black Man’s Burden, 1903” (IMHSB)  
Mohandas K. Gandhi, “Indian Home Rule, 1909 (IMHSB)  
Francisco Garcia Calderon, “Imperialism of Decadence,” (IMHSB)

## WEEK 4

**Sept. 5**--Globalization and Modernity

**September 12**— The Case of Japan

**Assigned readings:**

Okuma: excerpt from *Fifty Years of New Japan, 1907-1908*, (IMHSB)

Theodore Roosevelt, “The Threat of Japan, 1909,” (IMHSB)

## WEEK 5

**Sept. 10**---The Ottoman Empire

**Sept. 12** --- The Ottoman Empire continued

**\*\*\*\*\*ANALYTICAL ESSAY 1 DUE!\*\*\*\*\***

**Assigned readings:**

“The Young Turks: Proclamation for the Ottoman Empire, 1908” (IMHSB)

## UNIT 2: WORLD WAR I--THE GREAT WAR”

## WEEK 6

**Sept. 17**---Origins of the Great War and Service to My Country

**Assigned readings:**

Annie Besant: “India’s Loyalty and England’s Duty,” *All About the War: The Indian Review War Book*, ed. G.A. Nateson (Madras; G.A. Nateson & Co [1915?]: 267-268.

Select letters from; David Omissi, ed. *Indian Voices of the Great War: Soldiers’ Letters, 1914-1918* (Palgrave Macmillan, 1999).

**Sept. 19**---The Great War and Resistance

**Assigned readings:**

“Proclamation of the Irish Republic, Easter 1916,” (IMHSB)

## WEEK 7

**September 24**—The Romanovs and the Death of a Dynasty

**September 26**--- Film: *Strike* by Sergei Eisenstein

## WEEK 8

**Oct. 1**—The Russian Revolution

**Assigned readings:**

“Lenin Giving a Speech,” in *Imperialism in the Modern World*

Vladimir Lenin, “The State and Revolution” excerpt

Leon Trotsky, “In Defense of the Russian Revolution”

Oct. 3—**MIDTERM EXAMINATION**

**WEEK 9**

Oct. 10--- The Wilsonian Moment and the Rise of Anti-colonialism

**Assigned readings:**

Woodrow Wilson, “Speech on the Fourteen Points, January 8, 1918” (IMHSB)

Erez Manela, “Imagining Woodrow Wilson in Asia: Dreams of East-West Harmony and the Revolt against Empire in 1919,” *American Historical Review*, 111, 5 (December 2006): 1326-1351.

**UNIT 3: THE INTERWAR PERIOD**

**WEEK 10**

Oct. 15---The Global Great Depression and the Roaring Twenties

October 17—The Italo-Ethiopian War versus the Spanish Civil War

**Assigned readings:**

Benito Mussolini, “What is Fascism” 1932 (IMHSB)

Haile Selassie, “Appeal to the League of Nations, June 1936”

<https://ethiopiagordonrdn.weebly.com/primary-documents.html>

George Orwell, “Looking Back on the Spanish War,” in *A Collection of Essays*. San Diego: Harcourt Brace Jovanovich, 1953.

**WEEK 11**

Oct. 22—The Great Depression and Political Movements

Oct. 24— **Film: *Modern Times* by Charlie Chaplin**

**\*\*\*\*\*ANALYTICAL ESSAY 2 DUE!\*\*\*\*\***

**WEEK 12**

Oct. 29—The Political Environment and National Socialism

**Assigned readings:**

“Address by Adolf Hitler, September 1, 1939

<https://fcit.usf.edu/HOLOCAUST/resource/document/HITLER1.htm>

“Program of the National Socialist German Workers’ Party,”

<https://fcit.usf.edu/HOLOCAUST/resource/document/PROGRAM.htm>

Oct. 31---Mass Culture, Mass Mobilization, and German Propaganda

**Assigned readings:**

Why Hitler Came Into Power: An Answer Based on the Original Life Stories of Six Hundred of His Followers. New York: Prentice Hall, Inc., 1938.

Adolf Hitler, “Hitler on Propaganda,”

<https://fcit.usf.edu/HOLOCAUST/resource/document/DocPropa.html>



## UNIT 4: WORLD WAR II

### WEEK 13

#### Nov. 5—The Holocaust

##### Assigned readings:

“Nazi Telegram with Instructions for Kristallnacht,” <https://www.facinghistory.org/resource-library/text/nazi-telegram-instructions-kristallnacht-november-10-1938>

Emanuel Ringleblum “Life in the Warsaw Ghetto,”

<https://fcit.usf.edu/HOLOCAUST/resource/document/DocRing1.htm>

#### Nov. 7---Film: *From Swastika to Jim Crow*

**\*\*\*\*\*ANALYTICAL ESSAY 2 DUE \*\*\*\*\***

#### Nov. 12—Pearl Harbor and the Role of Racism in the war in the Pacific

#### Nov. 14--- The War in the Pacific and the Atomic Bomb

**Assigned readings:** Nomura Seiki, “The Diary of a Defeated Japanese Soldier,” in *Leaves from an Autumn of Emergencies: Selections from the Wartime Diaries of Ordinary Japanese*, ed. And trans. Samuel Hideo Yamashita. 131-159. Honolulu: The University of Hawai’i Press, 2005.

Yoshizawa Hisako, “Until the War Ended,” in *Leaves from an Autumn of Emergencies: Selections from the Wartime Diaries of Ordinary Japanese*, ed. and trans. Samuel Hideo Yamashita Honolulu: The University of Hawai’i Press, 2005, 191-220.

### WEEK 14

#### Nov. 19--- The Early Cold War

**FILM REFLECTION 2 DUE!**

Nov. 20-25 THANKS GIVING BREAK!

### WEEK 15

#### Nov. 26---HOUSEKEEPING AND WRAP UP

#### Nov. 28---LAST DAY OF CLASS

**FINAL EXAM TBA**



