

**The World in the Twentieth Century – 1900-1945**  
**Fall 2018**  
**History 217 Section 03**

*Human blunders usually do more to shape history than human wickedness.* A. J. P. Taylor

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**Office Hours:** Tuesdays and Thursdays 0930 – 1030 and by appointment

**I. COURSE DESCRIPTION:**

By building on the profound transformations set in motion by the Industrial Revolution of the 18<sup>th</sup> and 19<sup>th</sup> centuries, the first half of the 20<sup>th</sup> century was arguably the most significant 50 year period in all of human history. By the start of the 20<sup>th</sup> century scientific and technological advances had markedly transformed the world we live in, ushering in an era of even greater change which eventually culminated with the atomic age in 1945. This period includes two global wars, global depression, the rise of nationalism and the fall of great empires, colonial domination of the non-Western world, the rise of totalitarianism, as well as other factors which affect the world we live in today.

**READING LIST**

**Texts** – There will be no assigned text for this course, rather the material will be provided through readings posted either on the course Canvas site or accessible electronically through Jackson Library.

**Selections from the following books available through Canvas or through links provided to the library website. (Some readings may change slightly)**

Beasley, W.G. *The Meiji Restoration* (Stanford, 1972)  
Blackwell, William. *The Industrialization of Russia* (Davidson, 1982)  
Blinkhorn, Martin. *Fascism and the Right in Europe, 1919-1945* (2000)  
Brose, Eric. *A History of the Great War* (Oxford, 2010)  
Chassaingne, Philippe and M L Dockrill. *Anglo French Relations 1898-1998: From Fashoda to Jospin* (Palgrave, 2002)  
Eksteins, Modris. *Rites of Spring* (Houghton Mifflin, 1989)  
Forrest, Andrew. *The Spanish Civil War* (Routledge, 2000)  
Fromkin, David. *A Peace to End All Peace* (Holt, 2001)  
Graves, Robert. *Good-Bye to All That* (originally published, 1929)

Herwig, Holger. *The First World War: Germany and Austria-Hungary, 1914-1918* (St. Martins Press, 1997)

Hobsbawm, Eric. *The Age of Empire, 1875-1914*. (Little, Brown, 1989)

Holt, P.M. *The Mahdist State in the Sudan*. (Clarendon, 1958)

Hynes, Samuel. *A War Imagined: The First World War and English Culture* (Antheneum, 1991)

Jacobsen, Matthew Frye. *Barbarian Virtues* (Hill and Wang, 2001)

Keylor, William. *Twentieth Century World: An International History* (Oxford University Press, Fourth Edition, 2001)

Kindleberger, Charles. *The World in Depression, 1929-1939* (Berkeley, 1973)

LaFeber, Walter. *Inevitable Revolutions* (Norton, 1983)

Lewis, Bernard. *The Emergence of Modern Turkey* (Oxford, 1961)

MacMillan, Margaret. *Paris 1919* (Random House, 2001)

Overy, Ronald and Andrew Wheatcroft. *The Road to War* (Random House, 1990)

Parker, R.A.C. *The Second World War: A Short History* (Oxford, 2002)

Pakenham, Thomas. *The Boer War* (Random House, 1979)

Paxton, Robert. *Europe in the Twentieth Century* (Thomson-Wadsworth, Fourth Edition, 2005)

Remarque, Erich. *All Quiet on the Western Front* (Ballantine, 1982)

Rotberg, Robert I. and Ali Al'Amin Mazrui. *Protest and Power in Black Africa* (Oxford, 1970)

Stevenson, David. *Cataclysm: The First World War as Political Tragedy* (Basic Books, 2004)

Strachan, Hew. *The First World War* (Viking Penguin 2004)

Wakeman, Frederic. *The Great Enterprise: The Manchu Reconstruction of Imperial Order in 17<sup>th</sup> Century China* (Berkeley, 1985)

Wilkinson, James and Hughes, H. Stuart. *Contemporary Europe* (10th ed., Pearson, 2004)

Zieger, Robert. *America's Great War* (Rowman and Littlefield, 2001)

## II. COURSE AIMS AND OBJECTIVES

This class fulfills the General College Historical Perspective (GHP), Modern era (GMO), and Global non-Western markers (GN).

### **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)

Students who complete this course should be able to:

- 1) Understand that history is an interpretation of the past, and not memorization of dates and facts.
- 2) Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods.
- 3) Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view.
- 4) Conduct original research by investigating and interpreting primary and secondary sources.
- 5) Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing.
- 6) Acquire a general knowledge of world history from 1900-1945.

### **III. FORMAT AND PROCEDURES:**

**Instruction:** Class format will largely be one of lectures delivered by the instructor, along with pictures, maps, video clips and movies - all of which expand upon the lecture and reading material. In addition, there may be a guest lecturer on one subject or another.

**Attendance:** Attendance is required, not optional. However, I will allow everyone a single unexcused absence - otherwise only properly documented absences will be excused. All *unexcused* absences beyond the single one allowed will affect your final grade.

There will be an attendance sheet passed around each day, and it is your responsibility to make sure you have signed it.

**Participation:** Come to class prepared to listen, take notes, and ask questions where needed. You will be allowed to use laptops to take notes, and e-readers for some of the reading materials, but no other electronic devices are to be used during class time.

Otherwise, class time is exactly that – do not use laptops or tablets for anything other than matters pertaining to the course while we are in class.

**Quizzes:** There will be quizzes given occasionally, at random intervals throughout the semester. These will serve to keep you on track with your readings, allow you to gauge how well you are absorbing the reading material, and constitute the primary element in your participation grade. Given that these will be administered at the beginning of the class period, you need to ensure that you are on time.

**Writing Assignments:** There will be two writing assignments given during the course. The exact details have yet to be determined, but one of the projects will be a book review from a work of history, and the second assignment will be a film review.

**Grades:** Your grade will be determined using the following components:

Mid-term exam:	30%
Final Exam:	30%
Writing Assignments:	30%
Participation and Quizzes:	10%

#### **IV. Academic Integrity**

Each student is expected to abide by the UNCG Code of Academic Integrity. All work you turn in should be your own or should carry the proper citation for any outside sources used. Please review the academic integrity policy as outlined by the university by visiting <http://sa.uncg.edu/handbook/academic-integrity-policy/>

#### **V. Accommodations for students with disabilities**

In compliance with the UNCG policy, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.

#### **VI. Tentative Course Schedule and Reading Assignments**

**Textbook-** There is no required textbook for the course, but there are readings assigned to you each week on blackboard, in addition to the books you are to read for your book review and also for your writing assignment.

**Week 1:**

Aug 14: Introduction

Aug 16: Birth of the 20<sup>th</sup> Century: Industrialization and the Industrial Revolution

READINGS: Pollard: *The Industrialization of Europe* (Excerpts)  
Marx and Engels: *The Communist Manifesto* (Excerpts)  
Hobsbawm: *The Age of Empire* (Excerpts)

**Week 2:**

Aug 21: Enlarging the Club: Russia and Japan as Emerging Powers

READINGS: Blackwell: *The Industrialization of Russia* (Excerpts)  
Beasley: *The Meiji Restoration* (Excerpts)

Aug 23: Modern Conflict: War in the Early 20<sup>th</sup> Century

READINGS: Hobsbawm: *The Age of Empire* (Excerpts)  
Pakenham: *The Boer War* (Excerpts)

**Week 3:**

Aug 28: Empire and Industry: The World Controlled from the “West”

READINGS: Hobsbawm: *The Age of Empire* (Excerpts)

Aug 30: Colonial War and Colonial Rivalry

READINGS: Chassaing and Dockrill: *Anglo-French Relations*  
Pakenham: *The Boer War* (Excerpts)

**Week 4:**

Sept 4: Colonization, Commerce and the Mission of the Colonizers

READINGS: Jacobsen: *Barbarian Virtues* (Excerpts)

Sept 6: Influence and Control Part I: China, South Asia, and the Middle East

READINGS: Holt: *The Mahdist State in the Sudan* (Excerpts)  
READINGS: Wakeman: *The Great Enterprise* (Excerpts)

**Week 5:**

Sept 11: Influence and Control part II: Latin America, Africa and the Pacific

READINGS: Rotberg and Mazrui: *Protest and Power in Black Africa* (Excerpts)

Sept 13: The Ottoman Empire and the Challenge of Identity

READINGS: Lewis: *The Emergence of Modern Turkey*

**Week 6:**

Sept 18: Alliance, Honor and European Politics: The World on the Eve of War

READINGS: Wilkinson and Hughes, "Europe in 1914"

Sept 20: The Balkan Crisis: The Road to the Great War

READINGS: Paxton, "The Coming of the War"

### **Week 7:**

Sept 25: The Great War Part I

READINGS: Strachan: *The First World War* (Excerpt I)

Sept 27: **FIRST EXAM**

### **Week 8**

Oct 2: The Great War Part II

READINGS: Strachan: *The First World War* (Excerpt II)

Oct 4: Legacy of the Great War: Winners, Losers and the Price of Peace

READINGS: MacMillan: *Paris 1919* (Excerpts)

### **Week 9**

**Oct 9: No Class – Fall Break**

Oct 11: Reworking Colonialism: Mandates, Colonies, and the Question of Self Rule

READINGS: Fromkin: *A Peace to End All Peace* (Excerpts)

### **Week 10**

Oct 16: Changing Shades of Government: The Postwar World and challenges of Statehood

READINGS: Brose, "Problematic Legacy of the Great War in the Wider World"

Oct 18: Postwar society: Culture and Civilization in the 1920s

READINGS: Remarque: *All Quiet on the Western Front* (Excerpts)

### **Week 11**

Oct 23: Global Depression and the Threats to Democracy

READINGS: Kindleberger: *The World in Depression* (Excerpt)

Oct 25: The Militarization of Japan and Latin America

READINGS: La Feber: *Inevitable Revolutions* (Excerpts)

### **Week 12**

Oct 30: Japanese Expansionism

READINGS: Overy and Wheatcroft, "Japan"

Nov 1: Rise of Totalitarianism in Europe

READINGS: Forrest: *The Spanish Civil War* (Excerpts)  
Eatwell, "Germany: The Rise of Nazism"

### **Week 13**

Nov 6: Conflict in Asia

READINGS: TBA

Nov 8: The World on the Eve of World War II

READINGS: Parker: *The Second World War*

### **Week 14**

Nov 13: World War II: Part 1

READINGS: Parker: *The Second World War*

Nov 15: World War II: Part 2

READINGS: Parker: *The Second World War*

### **Week 15**

Nov 20: Legacy of World War II: Part 1

READINGS: TBA

**Nov 22: Thanksgiving**

### **Week 16**

Nov 27: Legacy of World War II: Part 2

Readings: TBA

**Nov 29: Reading Day**

**Final Exam TBA**