

THE WORLD OF THE TWENTIETH CENTURY

HIS 217-04, ONLINE, FALL 2018
University of North Carolina at Greensboro

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Office Hours: online (by email and appointment if needed)

Course Description: Political, social, and economic forces affecting Africa, the Americas, Asia, and Europe (1900-1945).

Required Course Materials: All readings and course materials are available on Canvas or through links to other internet sites.

Computer Requirements: To complete this course, you will need a computer and reliable internet access. You will need to access Canvas, the Canvas Message Center, and your UNCG email regularly. All course components use Canvas, and it is your responsibility to understand how to navigate Canvas to ensure your success in this course.



Quai des nations, 1900 Exposition Universelle in Paris

GENERAL EDUCATION REQUIREMENTS

This course satisfies General Education Core (GEC) requirements established by the UNCG faculty for Historical Perspectives (GHP), Global Premodern (GPM), and Global Non-Western Perspectives Marker (GN) markers:

Historical Perspectives (GHP)

Students use an historical approach to a specific region and period to explore the context of events (social structure, economics, political systems, culture, or beliefs), evaluate evidence and divergent interpretations, and communicate historical ideas in writing.

Global Premodern (GPM)

Students demonstrate an understanding of diverse historical events, forces, and/or contexts in the ancient (GPM – before the 1500's) world.

Global (GL)

In a course in any subject, students focus on the interconnections among regions of the world, interpret and evaluate information on diverse ecologies, human societies, artistic achievements, or political systems, and gain sensitivity to cultural differences on a global scale.

General Education Historical Perspectives Student Learning Outcomes:

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
2. Use evidence to interpret the past coherently, orally and/or in writing.

COURSE LEARNING OBJECTIVES

Upon completing HIS 217, you will be able to:

- Analyze continuity and change and explain large-scale and long-term historical developments of regional, interregional, and global scope from roughly 1900 to 1945 C.E.. [Historical Comprehension]
- Analyze ways in which human groups have come into contact and interacted with one another, including systems of communication, migration, commercial exchange, conquest, and cultural diffusion across time periods and regions in order to define enduring issues as well as large-scale or long-term developments that go beyond regional and temporal boundaries.
- Assess the significance of key turning points in world history.
- Use Historical Thinking to contextualize and analyze *primary* and *secondary sources* representing different points of view. [Historical Thinking/Analysis]
 - *Goals for Primary Sources:*
 - Analyze historical sources by evaluating their authenticity and credibility, and their social, political, and economic context.
 - Reconstruct the literal meaning of a historical passage using Historical Thinking skills.
 - Read historical narratives imaginatively, taking into account what the narrative reveals of the humanity of the individuals and groups involved—their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.
 - Appreciate historical perspectives: (a) describing the past on its own terms through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded—the values, outlook, options, and contingencies of that time and place; and (c) avoiding “present-mindedness”—judging the past in terms of present-day norms and values.
 - *Goals for Secondary Sources:*
 - Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
 - Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.
 - Challenge arguments of historical inevitability by formulating examples of how different choices could have led to different consequences.
- Develop research skills by investigating and interpreting primary and secondary sources. [Historical Research]
- Use evidence-based reasoning to interpret the past coherently in formal and informal writing. [Historical Interpretation]

- Support interpretations with historical evidence in order to construct closely reasoned arguments rather than opinions.

COURSE POLICIES

****Each Unit is available on the Friday prior to the Unit's beginning date at 12am. There are assignments due within each Unit. I may adjust this schedule if needed.***

Canvas: This course utilizes the Canvas learning system provided and supported by UNCG. It is your responsibility to ensure that you are able to log-in to Canvas. There are numerous reasons why students may not be able to log-in to Canvas, such as using an unsupported internet browser, an unpaid tuition bill, or a failure to obtain state-required immunizations. I cannot assist you in resolving these issues. If you are having difficulty logging into Canvas, first contact 6-Tech Online at: <http://its.uncg.edu/services> . If you continue to have issues, contact the Registrar's Office.

Modules: Activities and Assignments are listed within their associated Unit within the "Modules" tab on Canvas. The Units are designed with the readings and assignments in order, so you should complete a given assignment before moving on to the next one.

- ❖ *There is a "next" button at the bottom of each component within the Modules, so you can click through a Module to complete the associated Unit.*

Attendance Policy: This is an online class, so there is not a traditional attendance policy. You will be assessed based on your engagement with the materials and completion of each aspect of the course.

Assignment Policy: All assignments will be completed in Canvas or uploaded to Canvas. Late assignments will only be accepted at my discretion with appropriate documentation. It is your responsibility to contact me should any issues arise that would prevent you from completing course components on-time. *Extra Credit is unlikely – do the assigned credit.*

Late Assignment Policy: You should always be in communication with the instructor if you are unable to complete an assignment by its due date. *Late Assignments will not be accepted except in extenuating circumstances (e.g. death in the family, personal health issues), and I will review those on a case-by-case basis.*

Discussion Board: We will utilize the Canvas Discussion Board to facilitate class interaction and discussion.

- ❖ **Frequently Asked Questions:** There is a thread dedicated to Frequently Asked Questions on the Canvas Discussion Board. Should I receive questions that are applicable to the entire class, I will post them there.
- ❖ **Class Café:** The Canvas Discussion Board is available for you for informal class discussion outside of class-time. There is a thread solely dedicated to student interaction, so that you may chat with your classmates, ask each other questions,

etc. I will have access to this Discussion Board; however, it is your space to communicate with each other.

Electronic Communication: I will utilize the Canvas message center and *UNCG iSpartan* email address, for ALL class emails, so be sure to check both regularly. I will reply to all emails, and I try to respond promptly, so if you do not hear from me within 24 hours, email me again. Please be aware that an email response will not be instantaneous and plan accordingly, but do not hesitate to contact me with any questions.

- All emails should include “HIS 217” in the subject line.
- Emails should be professional and courteous. You should begin with a salutation and conclude with your name.

- ❖ **3-Before-Me:** Before you email me to ask a question, you should check in at least three appropriate places to find the answer. For example, you might check the Syllabus, the Course Announcements on Canvas, or the specific Unit on Canvas. You could also email a classmate, check the Class Café or Frequently Asked Questions Discussion Boards, or post in the Class Café. When you email me, please include a list of the 3 places you checked for the information.

Accessibility: UNCG seeks to promote access to educational opportunities for all students and comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) on the 2nd floor of the Elliott University Center. You can contact OARS at (336) 334-5440 or through their website <https://oars.uncg.edu/>.

Academic Integrity: You should adhere to the highest standards of academic integrity. It is your responsibility to avoid even the appearance of dishonesty regarding your work.

- ❖ All assignments must be your own work and all sources must be properly cited or it will be considered plagiarism. Any instance of plagiarism will receive a 0 for the assignment and may be referred to the Office of Student Conduct for appropriate action.
- ❖ UNCG defines plagiarism as “intentionally or knowingly representing the words of another, as one’s own in any academic exercise” and the university’s Academic Integrity policy is available online: <http://sa.uncg.edu/handbook/academic-integrity-policy/>.

COURSE COMPONENTS, EVALUATION, & ASSESSMENT

Syllabus Quiz: There is a quiz on the contents of the syllabus that **you must complete on Canvas by 11:59pm on Sunday, August 19.** The quiz is “open syllabus” and asks questions about the syllabus content to ensure that you understand the course components and class policies.

Unit Quizzes: There are quizzes related to each Unit’s assigned readings, websites, and videos. These quizzes are multiple choice and they are “open book” and “open note.”

History Labs: History Labs consist of Historical Thinking and Information Literacy Activities. These activities provide the opportunity to practice the “tool kit” of skills historians use to analyze, evaluate, and interpret history.

- ❖ Historical Thinking addresses questions related to sourcing, contextualizing, close reading, and corroborating sources. You will specifically use these skills to analyze primary sources (documents, images, objects, and places contemporary to a specific time we are studying) and secondary sources (historical research and writing completed by historians).
- ❖ Information Literacy addresses skills associated with locating, evaluating, and synthesizing information and historical content. It is particularly related to analyzing websites, media, and other source materials.

Film Quizzes: You will watch several films/documentaries this semester. Each Unit with films has a quiz associated with them. The quizzes are “open note,” so open the quiz and film in separate windows, so you can complete the quizzes as you watch the films.

Writing Assignments: You will complete short writing assignments for each Unit. You will craft an essay in response to a prompt posted in the associated Unit on Canvas. Assignments should be written using Microsoft Word or another note-taking software and uploaded to Canvas in the appropriate location in doc, docx, or pdf format.

Final Assignment: The Final Assignment asks you to look at the big picture of World History. Its format will be similar to the History Labs and Writing Assignments you complete throughout the semester. The Assignment should be written using Microsoft Word or another note-taking software and uploaded to Canvas in the appropriate location.

GRADE BREAKDOWN

Syllabus Quiz	5%
Introduction Discussion Board Post	2.5%
Unit Quizzes (5)	25%
History Labs (5)	25%
Film Quizzes (3)	7.5%
Writing Assignments (2)	20%
Final Assignment	15%

Final Grade Scale			
A+	99-100	C	73-76
A	93-98	C-	70-72
A-	90-92	D+	67-69
B+	87-89	D	63-66
B	83-86	D-	60-62
B-	80-82	F	59 & lower
C+	77-79		

GRADE BREAKDOWN BY UNIT

INTRODUCTION TO HIS 217

Syllabus Quiz	5%
Discussion Board - Introduction	2.5%

UNIT 1 – WHAT IS WORLD HISTORY? WHY STUDY IT?

Writing Assignment #1 – Why Study History?	10%
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UNIT 2 – THE WORLD IN 1900

Unit 2 Quiz	5%
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History Lab #1	5%
King Leopold's Ghost Film/Quiz	2.5%
<u>UNIT 3 – THE EARLY TWENTIETH CENTURY, 1900-1914</u>	
Unit 3 Quiz	5%
History Lab #2	5%
Faberge Egg Film/Quiz	2.5%
<u>UNIT 4 – THE GREAT WAR, 1914-1919</u>	
Unit 4 Quiz	5%
History Lab #3	5%
<u>UNIT 5 – BETWEEN THE WARS, 1919-1938</u>	
Unit 5 Quiz	5%
History Lab #4	5%
Writing Assignment #2 – New Women of the 1920s	10%
<u>UNIT 6: THE 1930S AND GLOBAL CONFLICT</u>	
Unit 6 Quiz	5%
History Lab #5	5%
World War II Films/Quiz	2.5%
<u>CONCLUSION</u>	
Final Assignment	15%

COURSE SCHEDULE

****Each Unit is available on the Friday prior to the Unit's beginning date at 12am. There are assignments due within each Unit. I may adjust this schedule if needed.***

INTRODUCTION TO HIS 217 (AUGUST 14-19)

Readings:

HIS 217-04, Fall 2018 - Syllabus

Deadlines for Course Introduction:

- ❖ Syllabus Quiz: Complete the Syllabus Quiz by *Sunday, August 19th at 11:59pm.*
- ❖ Discussion Board: Introduce yourself by *Sunday, August 19th at 11:59pm.*

UNIT 1: WHAT IS WORLD HISTORY? WHY STUDY IT? (AUGUST 20-26)

Readings:

What is history?

Stearns, Peter, "Why Study History?"

Grossman, James, "History isn't a 'useless' major"

"Why Learn World History?"

Why study history?

The Value of a History Degree

Anbinder, Jacob – “How a Major in History Gives You an Intangible Edge”
 Lewis Jonathan – “How My Degree in History Helps my Stem Career”
 Glenn, David – “Thinking Like a Historian in Scrubs”
 Takahara, Kamarin – “The Flexibility of a History Degree”
 Snyder, Rachel – “History, Economics, and Food”
 UNCG – “What can you do with a history degree?”
 Careers for History Majors

Deadlines for Unit 1:

- ❖ Writing Assignment: Complete the Unit 1 readings and use them to respond to the Writing Assignment #1 prompt. Submit your assignment through Canvas by *Sunday, August 26th at 11:59pm.*

UNIT 2: THE WORLD IN 1900 (AUGUST 27–SEPTEMBER 9)

Readings:

Ch 1, The World in 1900
 Hochschild, “Introduction”
 Morel, “The Black Man’s Burden”

Websites:

The Paris Exposition of 1900 [linked on Canvas]

Film:

“King Leopold’s Ghost” (1:42:00) and Quiz

Deadlines for Unit 2:

- ❖ Unit Quiz: Complete the Unit 2 Readings and watch the videos, then take the Unit 2 Quiz by *Sunday, September 2nd at 11:59pm.*
- ❖ History Lab #1: Use the “Historical Thinking Process,” Hochschild “Introduction” and Morel “The Black Man’s Burden” readings to complete History Lab #1 on Canvas by *Sunday, September 9th at 11:59pm.*
- ❖ Film: Watch the “King Leopold’s Ghost” documentary and complete the quiz by *Sunday, September 9th at 11:59pm* (the quiz is open note, so I recommend opening it in a separate window, so you can complete it as you watch the film).

UNIT 3: THE EARLY TWENTIETH CENTURY, 1900-1914 (SEPTEMBER 10–16)

Readings:

Ch 2, Imperialism Encompasses the Pacific, 1900-1914
 Soken-Huberty, “The Hunt for Faberge Eggs”

Film:

“The Hunt for Faberge Eggs” (45:00)

Websites:

Alexander Palace: Everyday Life in a Romanov Palace [linked on Canvas]

Deadlines for Unit 3:

- ❖ Unit Quiz: Complete the Unit 3 Readings and watch the Film, then take the Unit 3 Quiz by *Sunday, September 16th at 11:59pm.*

- ❖ Film: Read “The Hunt for Faberge Eggs” and watch “The Hunt for Faberge Eggs” film, then complete the quiz by *Sunday, September 16th at 11:59pm.*
- ❖ History Lab #2: Use the “Historical Thinking Process” and “Alexander Palace: Everyday Life in a Romanov Palace” website to complete History Lab #2 on Canvas by *Sunday, September 16th at 11:59pm.*

UNIT 4: THE GREAT WAR, 1914-1919 (SEPTEMBER 17–30)

Readings:

- Ch. 3, Great War, Little Peace, 1914-1919
- The Indian Sepoy in World War I
- “Stories of Sacrifice: What Indian Muslim soldiers wrote to their families during World War I”
- Letter about the Burial of Muslim Indian Soldiers

Websites:

- The British Library: Letters from Indian soldiers to their families
- Stories of Sacrifice exhibit [linked on Canvas]

Deadlines for Unit 4:

- ❖ Unit Quiz: Complete the Unit 4 Readings and watch the videos, then take the Unit 4 Quiz by *Sunday, September 23rd at 11:59pm.*
- ❖ History Lab #3: Use “Historical Thinking Process” and the readings related to the Indian Sepoy and Soldiers in WWI to complete History Lab #3 and submit it on Canvas by *Sunday, September 30th at 11:59pm.*

UNIT 5: BETWEEN THE WARS, 1919-1938 (OCTOBER 1–28)

Readings:

- Ch. 4, Internationalism, Empire, and Autarchy, 1919-1929
- Ch. 6, The Economic Consequences of War and Peace, 1919-1938
- Beyond Suffrage: Four “New Women” of the 1920s

Deadlines for Unit 5:

- ❖ Unit Quiz: Complete the Unit 5 readings (Ch. 4 and Ch. 6) then take the Unit 5 Quiz by *Sunday, October 14th at 11:59pm.*
- ❖ History Lab #4: Use the “Beyond Suffrage” readings to complete and submit History Lab #4 on Canvas by *Sunday, October 28th at 11:59pm.*
- ❖ Writing Assignment: Complete the Unit 5 readings and use them to respond to the Writing Assignment #2 prompt. Submit your assignment through Canvas by *Sunday, October 28th at 11:59pm.*

UNIT 6: THE 1930s AND GLOBAL CONFLICT (OCTOBER 29–NOVEMBER 20)

Readings:

- Ch. 7, the Murderous Politics of the 1930s
- Ch. 8, From Regional Wars to Global Conflict, 1936-1946
- Readings about the Japanese experience during World War II

Films:

"Honor & Sacrifice: A Japanese-American War Hero's Family During WWII"
(28:00)
Fumiko Hayashida: The Woman Behind the Symbol (15:17)
The American St. Nick (55:00)

Deadlines for Unit 6:

- ❖ Unit Quiz: Complete the Unit 6 readings then take the Unit 6 Quiz by *Sunday, November 11th at 11:59pm.*
- ❖ Film: Watch the films and complete the quiz by *Sunday, November 11th at 11:59pm.*
- ❖ History Lab #5: Use the Unit 6 Readings and Films to complete History Lab #5 and submit it on Canvas by *Wednesday, November 20th at 11:59pm.*

CONCLUSION (NOVEMBER 21-28)**Deadlines for Conclusion:**

- ❖ Final Assignment: Final Assignment must be submitted to Canvas on *Wednesday, November 28th at 11:59pm.*

