

The World of the Twentieth Century: 1900-1945

HIS 217-02 (online)

Course Information

Class: Online

Instructor: Matthew D. Hintz

Contact: mdhintz@uncg.edu

Office: N/A (Google Chat/Meet)

Office Hours: By appointment

Department Website: <https://his.uncg.edu/>

Department Facebook Page: <https://www.facebook.com/UNCGDepartmentofHistory/>

This class fulfills the General College Historical Perspective (GHP), Modern Era (GMO), and Global non-Western markers (GN), and is cross-listed with **IGS**. This course provides a historical perspective on political, social, and economic forces affecting Africa, the Americas, Asia, and Europe from 1900-1945. We will view this history from the point of view of those living it. Everyone has a *historical consciousness*, an understanding of the way the world became what it is today, and the main purpose of this class is to introduce you to alternative ways of interpreting history by weighing the merits of differing points of view. We will examine the world by region—Europe, Asia, and Africa—with a number of themes in mind: industrialization, nationalism, economics, and war.

This course also serves as an introduction to the discipline of history as a field. Students will be trained to *think as historians* by analyzing evidence and learning to ask questions that help understand the historical context. Students will learn how to read, use, and evaluate a wide range of primary historical sources including memoirs, biography, pictures, and film. They will identify different methods of historical inquiry and gain an appreciation for how history structures our daily lives.

Course Objectives

- Students will gain a strong understanding of major themes and events in World History 1900-1945.
- Students will learn the difference between the past, history, and memory.
- Students will learn how to historically contextualize and analyze a range of primary sources representing different points of view.
- Students will use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument.
- Students will improve their reading, writing, and research skills.

History Department Undergraduate Learning Outcomes

SLO #1 Historical Comprehension. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures.

SLO #2 Historical Analysis. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view.

SLO #3 Historical Research. Conduct original research by investigating and interpreting primary and secondary sources.

SLO #4 Historical Interpretation. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument.

This course will help you with all of these skills, with particular emphasis on SLO #1 and #2.

General Education Historical Perspectives Student Learning Outcomes

This course meets the GHP Gen. Ed. requirement. The GHP (General Historical Perspectives) category within the Gen. Ed. program is defined as follows:

- 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.

GHP courses have the following two student learning outcomes:

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

General Education Global [non-Western] Perspectives Student Learning Outcomes

This course also meets the GN requirement. Students focus on interconnections among cultures, politics, and/or intellectual traditions of the world other than the dominant Euro-American ones. Students will interpret and evaluate information on diverse ecologies, human societies, artistic achievements, and/or political systems, and gain sensitivity to cultural differences.

There are three SLOs associated with GN:

- Interpret or evaluate information on diverse cultures.

- Describe interconnections among cultures, politics, and/or intellectual traditions of the world other than the dominant Euro-American ones.
- Use diverse cultural frames of reference and alternative perspectives to analyze issues.

Course Design

This online course is arranged in modules. During each module, you will need to complete a variety of activities including viewing readings, lectures or films and completing primary source assignments, quizzes, and/or discussion posts. No two modules are exactly the same, but all are similar in design. All assignments in a module are due at the same time, usually 4:00pm on Mondays weekly. It's up to you to manage your time in order to complete all of the requirements on time. **I do not accept late work.**

Readings and Lectures

All required readings and lectures are available on Canvas. They will be linked in each module, using the title found in the syllabus or in the lecture presentation. Sometimes there will be additional articles embedded in the lecture slides themselves.

There are no textbooks required for this course. All readings are provided for you by the instructor for free of charge via Canvas. However, if you would like to purchase a textbook that may assist you in this course, you should consider *Ways of the World*, 4th edition, Vol. I. This is not mandatory.

Videos

Each lecture slideshow will feature a number of videos created by myself or a colleague. These videos, along with the slides, are your "lecture." In addition, I also post independent videos that are required, usually from historian John Fea's Office Hours, or John Green's Crash Course History. These will be noted in the syllabus. Quizzes will often revolve around your readings, lectures, and videos.

Policies

Email and announcements.

- Email is the best way to reach me. I tend to check my email at various times throughout the day. I generally try to respond quickly, but this cannot always be the case. When sending emails, you should allow 48 hours for a reply as a courtesy. If you send me an important email about an assignment or test less than 48 hours before it is due, there is a real possibility that I might not be able to respond to it in time. Please read all instructions

and plan accordingly. If you do not receive a response within 48 hours, assume I did not get the email and send another. If you do not receive confirmation of your message, it means that I did not receive it, and you will not receive credit for any information that you communicated.

- I will typically send out classwide messages via Canvas messenger. So make sure you check both your email and Canvas daily.
- Please do not contact me using the Canvas Inbox feature. There is a chance you might not get a timely reply. The Canvas system can sometimes be a little “eh...” getting messages to me on time. Just use my email address, mdhintz@uncg.edu
- When emailing me, it is important that you always include the following:
 - A relevant title in the subject line
 - A salutation, such as “Professor Hintz” or “Dear Professor” or “Mr. Hintz” or simply Hello or Hi.
 - Please include your full name at the end.

Be sure to turn on the feature in Canvas that sends Announcements to your email, or you risk missing important information. This link will provide you with information on how to do this: <https://guides.instructure.com/m/4212/I/73162-how-do-i-set-my-notification-preferences>

Three Before me

Please take responsibility for following instructions on your own by following a “three before me” policy. Before emailing me to ask a question, check at least three appropriate places to find the answer. For example, you might check the Course Syllabus, the Announcement list, or the modules in Canvas.

If you cannot find an answer to your question, please contact me.

Students with Disabilities

If you have a documented disability on record with the university and/or need special accommodations for this course, be sure you have checked in with the Office of Accessibility Resources and Services. Their website is <http://ods.uncg.edu>. Please also let me know if there is anything I can do to assist you in accessing the class.

Plagiarism

Plagiarism is presenting the words or ideas of others without giving them credit. Any source that you use in your work, e.g. books, documents, articles, webpages, etc., must be properly cited. If you use someone else's exact words, they must be enclosed in quotation marks and be followed by a citation. If you put someone else's ideas into your own words, you must also use a citation. This includes the documents assigned for our course and lecture.

Plagiarism includes copying and pasting any text from the internet into a document without using quotation marks and a citation.

Committing plagiarism is a violation of the student honor code and will be reported to the Dean of Students. Anyone who commits plagiarism will receive a zero for that assignment and additional penalties depending on the severity of the case, as deemed appropriate by the Dean of Students. For more information, see UNCG's academic integrity policy:

<http://academicintegrity.uncg.edu/complete/>

Late Assignments and Drops

Turn in all assignments on time; those turned in late will not receive credit. This applies to all assignments, including quizzes and discussion boards. There is no grace period. If you have an extreme or unusual situation, contact me ASAP and we will discuss alternatives.

As this is an online course, there is no need to send medical or doctor's excuses as there is no attendance. These notes do not excuse you from assignments. If there is a serious medical emergency, contact me ASAP and we will discuss alternatives.

If you drop the course, it is your responsibility to notify the Registrar's Office. Students who do not do this will continue to be enrolled in the course and receive zeroes for their missing work.

Outside Sources

For the purposes of primary source assignments (PSAs), quizzes and discussions, you should stick to the source material provided in class. There is no need to do additional research for these assignments.

Notes

It is important that you take notes on lectures, readings, and videos. These will be helpful for your PSAs, quizzes, and final exam. All assignments, quizzes, discussion boards, the final, allow you to use your notes. Everything is open note/open book for this course.

Grading

Quizzes and Discussion Boards - 20%

PSAs (practice) - 25%

PSAs (graded) - 30%

Final Exam - 25%

Primary Source Assignments (PSAs)

These assignments will ask you to conduct some kind of examination of a primary source related to the units themes or subject matter. The initial assignments will be simple and revolve around single-document analysis, but as we move through the semester we will jump to comparative analysis with questions you'll have to answer.

There are two kinds of PSAs, practice and graded. Each time you submit a practice PSA it will be graded on completion. As long as I can see that you have made an honest attempt at completing it correctly, you will earn 100% of the credit. You will also be given some comments to help you improve your abilities for the graded PSAs. Graded PSAs are graded for accuracy.

We will also use Canvas Discussion Boards as a place to give and receive feedback on PSAs.

The directions for these assignments vary and will be part of the homework sheet itself when you access them on Canvas.

***PSAs help me assess whether you have met GHP SLOs 1 and 2 and GN SLOs 1, 2, and 3. By the time you have completed your final graded PSA, you should have met all of these goals.*

Quizzes

You should read/watch lecture slides and all the weekly videos carefully and take notes to prepare for the quizzes. The quizzes will usually be between 8-15 questions in length, and include multiple choice, true/false, and "select all that apply" type questions.

The quizzes are open book and open note. You may have all of your materials - notes, slides, videos, etc. out when you take quizzes. However, you are not allowed to take these quizzes with other students, nor use their notes. If it is determined that you have done this, the quizzes will receive automatic zeroes.

The quizzes are timed for 15 minutes, and you have two opportunities to take them. You will likely not be able to successfully complete these quizzes unless you have viewed the material and have prepared. So be mindful of the quiz due dates and prepare accordingly.

Unless otherwise noted, quizzes are due the last day of the unit, normally Monday at 4pm.

Discussion Boards

This class will feature the use of discussion boards to facilitate classroom interaction. Although this is an online course, we strive for discussion, debate, and engagement with the historical topics and materials. Prompts for these discussion boards can be found in the unit modules, and generally consist of a question or group of questions about lecture, videos, themes, etc. If there are multiple questions, you do not have to answer every single one, just pick one that interests you.

You are required to make three posts per each discussion board, minimum. What you would do is read the prompt, write a response, read some of the other posts by students and respond at least twice. If you choose to do more, that is perfectly fine! Your main post should be between 200-300 words. Responses should be between 150-250 words, and should offer something substantive to the conversation (not just compliments). Should you write more, I am fine with that, but you must write the minimum.

I give students considerable flexibility to be creative during discussion boards; incorporating source material we used in class, referencing videos or articles, lecture, etc., so these are not graded heavy handedly. However, I do expect the posts to meet the length requirements and stay within the boundaries of the prompt. If I post a prompt that revolves around, say, the Industrial Revolution in Great Britain, and your response talks about German industrialism during World War II, that would not be acceptable.

***Discussion posts are practice toward our goal of meeting GHP SLOs 1 and 2 and GN SLOs 1, 2, and 3.*

Final Exam

You will complete a final, cumulative, creative assignment at the end of the semester and submit it via Canvas. This will not be a typical test-style examination. Directions will be forthcoming near the end of the semester.

***The final exam will be the final demonstration that you have met GHP SLOs 1 and 2 and GN SLOs 1, 2, and 3.*

Class Schedule

All quizzes, discussion boards, and assignments are due at 4:00pm on Monday unless otherwise noted. I reserve the right to make alterations to this schedule, normally pushing due dates back. However, other adjustments occasionally might have to be made. If this comes to be, I'll notify you as far in advance and will often be flexible and generous as we make these adjustments.

***Note:** Module #13 contains the assignments and due dates of the final project. Although this module is listed last, it will be unlocked on 10/31 so you'll have time to brainstorm and prepare.*

Due Date	Reading/Videos	Assignments	Notes/Misc.
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Module 1: Introduction to Course Materials/What is History? What do Historians Do?

8/26	Lecture Readings - Syllabus Videos - John Fea Office Hours #1 and #2	- Syllabus agreement form - Discussion board #1	Make sure you have all Canvas notifications turned on. Familiarize yourself with the layout of the course and the syllabus.
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Module 2: The Rise of an Industrial Society in the West

9/3	Lecture Readings - Discipline in the New Factories (1844) - Progress and Poverty (1880) - The Gospel of Wealth (1889) Videos - CC#32: Coal, Steam, and the Industrial Revolution - CC#33: Capitalism and Socialism	- Quiz #1 - Discussion Board #2 - PSA #1 (Practice)	Due dates moved to Tuesday in observance of Labor Day. The schedule for the following week will revert to the Monday due date.
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Module 3: Darwinism v. Social-Darwinism and Scientific Racism

9/9	Lecture	- Quiz #2	
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	<p>Readings</p> <ul style="list-style-type: none"> - Family Limitation (1917) - The Rising Tide of Color Against White-World Supremacy (1920) (<i>link contains two excerpts, both are required</i>) <p>Videos</p> <ul style="list-style-type: none"> - CC#22: Darwin and Natural Selection - CC#23: Eugenics 	<ul style="list-style-type: none"> - Discussion Board #2 - PSA #2 (Practice) 	
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Module 4: The Era of Western Dominance: Imperialism in Africa and Asia

9/16	<p>Lecture</p> <p>Readings</p> <ul style="list-style-type: none"> - Macaulay's Minute on Indian Education (1835) - White Man's Burden, Black Man's Burden (1899/1920) - Declaration of Independence of the Democratic Republic of Vietnam (1945) <p>Videos</p> <ul style="list-style-type: none"> - CC#35: Imperialism - CC#213: Asian Responses to Imperialism 	<ul style="list-style-type: none"> - Quiz #3 - Discussion Board #3 - PSA #3 (Graded) 	
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Module 5: Shadows Over the Pacific: China and Japan

9/23	<p>Lecture</p> <p>Readings</p> <ul style="list-style-type: none"> - The Treaty of Portsmouth (1905) - The Three Principles of 	<ul style="list-style-type: none"> - Quiz #4 - Discussion Board #4 - PSA #4 (Practice) 	
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	<p>the People (1927)</p> <ul style="list-style-type: none">- U.S. Imperialism is a Paper Tiger (1956) <p>Videos</p> <ul style="list-style-type: none">- Imperialism in Japan- Imperialism in China		
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Module 6: War and Revolution: The First World War and its Aftermath

9/30	<p>Lecture</p> <p>Readings</p> <ul style="list-style-type: none"> - The Willy-Nicky Telegrams (1914) - All Power to the Soviets (1917) <p>Videos</p> <ul style="list-style-type: none"> - CC#36: Archdukes, Cynicism, and World War I - CC#209: How World War I Started - CC#210: Who Started World War I? 	<ul style="list-style-type: none"> - Quiz #5 - Discussion Board #5 - PSA #5 (Practice) 	
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Module 7: World War I: Wartime Experience

10/7	<p>Lecture</p> <p>Readings</p> <ul style="list-style-type: none"> - Letters from the First World War (1916-1918) <p>Audio</p> <ul style="list-style-type: none"> - Statement of Mrs. Hall, a Munitions Worker <p>Videos</p> <ul style="list-style-type: none"> - “There’s Going to be a Big Advance” from They Shall Not Grow Old - Scene from the Lost Battalion 	<ul style="list-style-type: none"> - No Quiz - Discussion Board #6 - PSA #6 (Graded) 	<p>The videos are here to give you a taste of what World War I was like, as most Americans pay little attention to it. The first clip is from a magnificent documentary - “They Shall Not Grow Old,” created by Peter Jackson (Lord of the Rings), using specialized techniques to restore and colorize WWI footage.</p> <p>The second clip is a scene from an</p>
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			<p>excellent made-for-tv movie called “The Lost Battalion.” This was based on a true story, but the film is not a documentary, but Hollywood-style recreation. I want to warn you in advance that this clip contains wartime violence.</p>
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Module 8: Nationalism, Revolution, and Dictatorship: Asia, the Middle East, and Latin America, 1919-1939

10/16	<p>Lecture</p> <p>- Readings</p> <ul style="list-style-type: none"> - The Fourteen Points (1918) - Balfour Declaration (1917) - A Call for Revolt (1926) <p>Videos</p> <ul style="list-style-type: none"> - CC#37: Communists, Nationalists, and China’s Revolutions - CC#223: Conflict in Israel and Palestine - CC#225: War and Nation Building in Latin America 	<ul style="list-style-type: none"> - Quiz #6 - Discussion Board #7 - PSA #7 (Practice) 	<p>The due date for this week is pushed forward in observance of Fall Break</p>
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Module 9: The Second World War

10/21	<p>Lecture</p> <p>Readings</p> <ul style="list-style-type: none"> - Japan’s Case in the League of Nations Dispute (1932) - Japan Stuns World, withdraws from League 	<ul style="list-style-type: none"> - Quiz #7 - Discussion Board #8 - PSA #8 (Practice) 	
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	<p>(1933)</p> <ul style="list-style-type: none"> - Germany withdraws from League of Nations disarmament pact (1933) - Adolf Hitler's Speech on the Sudetenland Crisis (1938) - The Munich Agreement (1938) 		
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Module 10: Crimes Against Humanity

10/28	<p>Reading</p> <p>The Holocaust:</p> <ul style="list-style-type: none"> - Law for the Protection of Hereditary Health (1933) - Law for the Protection of German Blood and German Honor (1935) - Exterminations in Gas Vans in the Ukraine (1942) - The Auschwitz Trials: Testimonies of Auschwitz SS-Men (<i>multiple sources, various years</i>) <p>Japanese War Crimes: The Rape of Nanjing:</p> <ul style="list-style-type: none"> - Testimonies of Survivors of the Nanjing Atrocities (two sources, 2013) <p>Japanese War Crimes: Biological Weapons Program and Human Experimentation:</p> <ul style="list-style-type: none"> - Unmasking Horror -- A special report.; Japan Confronting Gruesome War Atrocity (New York Time, 1995) - Testimony of Japanese Army Doctor (1956) 	<ul style="list-style-type: none"> - Quiz #8 - Discussion Board #10 - PSA #10 (Graded) 	<p>Note: <i>the material this week is very disturbing and will be uncomfortable to some. Although most of the sources are not particularly long, all of these sources - long and short - detail gruesome acts of terror. This ranges from laws designed to discriminate, and later, orders to murder Jews, the physical rape and torture of Chinese women, and cruel medical experimentation, including live human dissection (vivisection) on prisoners.</i></p> <p><i>Read what you can tolerate, but you must complete the quiz, discussion board, and assignment as best you can.</i></p>
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Module 11: Historical Memory

11/4	<p>Lecture</p> <p>Reading</p> <p>Japan and United States:</p> <ul style="list-style-type: none"> - How Japan and the U.S. Remember World War II (Slate, 2016) - Names of 3,607 members of Imperial Japanese Army's notorious Unit 731 released by national archives (The Japan Time, 2018) - What Japanese history lessons leave out (BBC, 2013) <p>Holocaust Denial:</p> <ul style="list-style-type: none"> - Video: A Holocaust Survivor on memory, legacy, and the future Mala Tribich TEDx (2015) - The Rise of Holocaust Deniers (2003) - Video: My courtroom battle with a Holocaust denier Dr. Deborah E. Lipstadt TEDx (2017) 	<ul style="list-style-type: none"> - Quiz #9 - Discussion Board #11 	<p>Note: The directions for the final project will be released during this module.</p>
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Module 12: In Search of a Usable Past

11/11	<p>Video</p> <ul style="list-style-type: none"> - John Fea Office Hours #3 and #4 	<ul style="list-style-type: none"> - Final Quiz - Discussion Board #12 - Final Project brainstorming post #1 	<p>Note: You have two separate discussion boards this week, one on John Fea's videos and your final thoughts on the course and course material. The second discussion board is</p>
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			the first of two brainstorming posts where you discuss your ideas for the final project.
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Module 13: Final Exam

Multiple Due Dates	Reading - Final exam instructions	<ul style="list-style-type: none"> - Final exam brainstorming post #1, due 11/11 - Final exam brainstorming post #2, due 11/18 - Final exam outline due 12/2 - Final exam due 12/4 	Note: the deadline to ask questions about the final exam via email or Google chat is 4pm on December 2nd. I will not be available to answer questions after that time.
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