

# **The World in the Twentieth Century, 1900-1945**

**The University of North Carolina at Greensboro**

**The College of Arts and Sciences (CAS)**

**Department of History**

**Course Number/Section:** HIST 217-01

**Term:** Fall 2020

**Semester Credit Hours:** 3

**Class Location:** Online

**Instructor:** Kimberly M. Cheek

**Email address:** [kmcheek2@uncg.edu](mailto:kmcheek2@uncg.edu)

**Online office hours:** M- 10-5 pm; W-10-5 pm; Thursday- 10-5 pm; Friday- 10-1 pm

**Note: Students are responsible for reading, understanding, and following their syllabi.**

**Course Pre-requisites:** None

**COURSE DESCRIPTION:** This course adopts a transnational approach to uncovering links across formal national borders and analyzing 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 fascism, 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 21st-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 cultures, polities and/or intellectual traditions of the world other than the dominant Euro-American ones. (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 and/or movies will be provided in Canvas.

### **COURSE POLICIES:**

**ACADEMIC INTEGRITY AND PLAGIARISM:** 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.

**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 online 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/>.

### **Disability Accommodations**

If you have specific recognized physical, medical, psychological/psychiatric, or learning disabilities that may require accommodations please contact the Office of Accessibility (336.334.5440; Suite 215 EUC: [http://ods.dept.uncg.edu/\(Links to an external site.\)](http://ods.dept.uncg.edu/(Links to an external site.))) to register and set up an accommodations system. You may need to provide documentation of your disability to this office. It's best that you inform me of your needs as early in the semester as possible so that we can coordinate our efforts.

## **COURSE COMMUNICATION:**

I will update Canvas regularly with assignments and readings. I will also use Canvas to post announcements (and send email messages to the class). It is your responsibility to check Canvas daily during the work week (Monday-Friday) excluding holidays.

I am happy to answer questions in order to assist you in your learning. I enjoy interacting with students about the class and want you to be successful in the course. For questions regarding class content or assignments, use the “Ask the Professor” discussion board. I will check this discussion board daily during the work week and respond (Monday-Friday).

**3 Before Me:** Please note that in this course, there is a “3 Before Me” policy when contacting the instructor. This means that before contacting me through Canvas Conversations for assistance of any kind (other than personal/confidential issues), you are expected to note 3 things you did to find answers before coming to us (e.g., read the syllabus, asked your question on the Ask the Professor discussion board, looked through all course materials on Canvas, or contacted 6-TECH). You might be surprised by how many students either share your concerns and/or have the solution.

If you have something personal or confidential to discuss, you can email me through Canvas Conversations or schedule an appointment to chat via instant message or Google Hangout. I will check email in Canvas Conversations and respond to students during my online office hours (excluding holidays). Please do not expect a response during the weekends or after 5 pm during the week. You can expect to receive a response within two business days (not including holidays or the weekends).

### **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. Requests 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 licensed medical professional).
- Participation in a University-sponsored activity (verified by a written statement from a faculty or organization sponsor).
- Death in your immediate family.
- Military commitment

***Please note that all assignments must be submitted electronically by 11:59 pm on the date they are due. Assignments must be submitted through the links in the “Assignments” tab in Canvas. Late assignments will not be accepted without documentation of an extenuating circumstance. The professor will evaluate extenuating circumstances for late work on a case by case basis. Detailed guidelines will be provided for each assignment or exam. Failure to adhere to these***

***guidelines will result in a loss of points. No make-up work or extra credit assignments will be given.***

### **Lectures and Note-taking:**

The PowerPoints that will be utilized in this course will be posted on Canvas. You should get in the habit of taking notes as you view them. Learning to listen, sort information, and take effective class notes are skills you should acquire to function effectively in any college course. The information that will be presented in the lectures will not regurgitate what is in the book but rather build on specific themes that are presented in the assigned daily reading.

### **COURSE ASSIGNMENTS:**

#### **Reading Quizzes**

A weekly multiple-choice reading quiz that including 10 questions related to the lectures and assigned readings will be administered to measure your comprehension of the readings and the topics covered. **The quiz will be posted on Monday of the first week of the module. You have until Friday of that week by 11:59 pm EST to complete this assessment. These quizzes cannot be made up.**

#### **Discussions Posts (GHP 1, GHP 2, GN1)**

You will participate in online discussions where you respond to a prompt that focuses on the PowerPoint lecture material and the assigned readings that you will engage during the semester. These posts are designed to foster your critical thinking, active engagement, and reflection on the course and encourage interaction between you and your classmates. You will complete a discussion post for each module. Your discussion posts will always fall at the end of the module because they are a space for you to put everything together that you have learned.

You will complete a discussion post during the second week of the module. This discussion board question will be posted on Monday. You will complete two discussion posts. **The you should make your post on Thursday by 11:59 pm EST.** Detailed instructions regarding the prompts will be posted with the prompts. The points for each discussion post will always be noted in the prompts. 100 points are assigned to the discussion posts for the semester.

### **DISCUSSION BOARD ETIQUETTE/NETIQUETTE:**

#### **In your communication with other students, please:**

- Clarify and support the position you take in your answer or reply
- Suggest ways in which an idea could be more clearly expressed
- Identify passages where you think the writer misunderstood a concept or applied it incorrectly
- Disagree with a point made in an answer, rather than the other person

#### **If you disagree with the views of another student, please:**

- Be constructive and respectful
- Politely critique a position on an issue, but not the person
- Avoid sarcasm, the use of slang, swearing, language that would be considered rude or argumentative
- Avoid the use of “text-speak”
- State precisely the point you disagree with

### **Analytical Essay: (GHP 1, GHP 2, GN1, GN 2, GN 3)**

You will be given a writing prompt that is based on the set of primary source documents in Module 5 and Module 6. [Specific Instructions will be provided on Canvas the closer we get to this assignment]. Your paper should be composed in 12-point Times New Roman Font, double-spaced, it should be typed and it should include citations to support your conclusions. This essay should be from 4 (full pages)- 5 pages in length. **You should upload this essay by 11:59 pm EST**

### **Examinations: (GHP 1, GHP 2, GN 1, GN 2, GN 3)**

A midterm and final examination will be administered in this course to assess your progression. These exams are designed to provide students with space to grapple with historical information that has been presented through the course lectures and assigned readings. The format will include identification questions, a primary source document excerpt with short response questions, and 3 short essays. 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 exam will be submitted in Canvas. **An exam study sheet will be provided to aid you in your preparation. This study tool will be uploaded to Canvas one week before the scheduled examination.**

### **CITATION REQUIREMENTS FOR HIST 217-01:**

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> .

### **Grade distribution:**

**A: 467-500 points**

**A-: 450-466 points**

**B+: 436-449 points**

**B: 419-435 points**

**B-: 400-418 points**

**C+: 386-399 points**

**C: 370-385 points**

**C-: 369-350 points**

**D: 336-349 points**

**D+: 335-349 points**

**F: 299 points or below**

#### **ASSIGNMENTS AND POINT DISTRIBUTION:**

<b>READING QUIZZES (6)</b>	<b>60 POINTS</b>
<b>DISCUSSION POSTS (5):</b>	<b>105 POINTS</b>
<b>ANALYTICAL ESSAY</b>	<b>105 POINTS (11/11)</b>
<b>MIDTERM EXAMINATION</b>	<b>100 POINTS (09/10)</b>
<b>FINAL EXAMINATION</b>	<b>130 POINTS (TBA)</b>
	<b>TOTAL= 500 POINTS</b>

#### **ASSIGNMENTS AND COURSE CALENDAR**

##### **Module 1: COLONIALISM, EMPIRE, AND IDEAS ABOUT PROGRESS**

**Aug. 18-21 Week 1: Welcome, Course Syllabus, Course Mechanics**

**Readings:** Readings: Rydell, Robert W., "The World's Columbian Exposition of 1893: Racist Underpinning of a Utopian Artifact." *The Journal of American Culture*, vol 1., issue 2 (Summer 1978): 253-275.

##### **Quiz 1**

**Aug. 24-28 Week 2: THE NEW IMPERIALISM**

Readings: Rudyard Kipling, "The White Man's Burden."

H.T. Johnson, "The Black Man's Burden: A Response to Kipling, 1903"

**Lecture: "Discourses on Imperialism and Anti-Imperialism,"**

**Discussion Board 1: The New Imperialism**

##### **Module 2: THE GREAT WAR: IMPERIALISM AND WAR**

**August 31- Sept. 4**

### **Week 3: Fighting For My Country**

Readings: Annie Besant, "India's Loyalty and English Duty," 267-268 in *The Indian Review War Book* edited by G.A. Natesan, Published by G.A. Natesan & Company, Madras.

Select Letters from David Omissi, ed. *Indian Voices of the Great War*, Soldier's Letters, 1914-1918 (Palgrave MacMillan, 1999).

#### **Quiz 2**

#### **Lecture: "The Great War and the Rise of Nationalist Sentiments"**

**Sept. 8-11**

### **Week 4: The Great War and the Rise of Nationalist Sentiments**

Readings: Lenin, "Call to Power, October 24, 1917"

"A Plea for the Recognition of the Chinese Republic, 1913"

Joseph McQuade, "A Plea For the Forgotten Violence That Helped India Break Free of Colonial Rule"

#### **Midterm Examination!**

### **Module 3: WORLD WAR I AND THE CONSEQUENCES OF PEACE**

**Sept. 14-18**

### **Week 5: Wilsonian Moment and the End of World War I, 1919-1920**

Readings: Woodrow Wilson, "Speech on the Fourteen Points, January 8, 1918

"The Treaty of Versailles," July 28, 1919.

#### **Lecture: "The Treaty of Versailles and the Consequences of Peace to Empire"**

#### **Quiz 3**

**Sept. 21- 25**

### **Week 6: The League of Nations and the Preservation of Empire**

Readings: Ambrosius, Lloyd E. "Woodrow Wilson and the and the *Birth of A Nation*: American Democracy and International Relations." *Diplomacy and Statecraft* 18, no. 4 (December 2007): 689-718

#### **Discussion Board 2: The Wilsonian Moment and the Rise of Anti-colonialism"**

### **Module 4: NATIONALISM AND THE STRUGGLE FOR RIGHTS**

**Sept 28-Oct. 2**

Week 7: The International Women's Peace Movement

Readings: Melissa Anne Hensley, "Feminist Virtue and Feminist Fervor: The Impact of the Women's International League for Peace and Freedom in the 1930s." *Affilia* 21, no. 2 (Summer 2006): 146-157.

### **Lecture: "Nationalisms and the Struggle for Rights"**

#### **Quiz 4**

**Oct. 5-Oct. 9**

#### **Week 8: Anti-colonialism as a Reaction to Wilsonian self-determination**

Readings: Manela, Erez. "The Wilsonian Moment and the Rise of Anti-colonial Nationalism: The Case of Egypt. *Diplomacy & Statecraft* 12, no. 4 (December 2001): 99-122.

#### **Discussion Board 3: Self-Determination and Anti-Colonialism**

### **Module 5: THE INTERWAR YEARS**

**Oct.12-Oct.16**

#### **Week 9: The Global Great Depression and the Rise of Global Fascism**

Readings: Benito Mussolini, "What Is Fascism? 1932"

Theodore Abel "Why Hitler Came to Power" in *The Nazi Movement: Why Hitler Came To Power: An Answer Based on the Original Life Stories of Six Hundred of His Followers*

Looking Back on the Spanish Civil War

### **Lecture: "The Global Great Depression and the March of Fascism"**

#### **Quiz 5**

**Oct. 19-23**

#### **Week 10: The Global Great Depression and Communism**

Readings: "Memorandum on the Forced Collectivization of Livestock, April 20, 1931"

Letter Detailing the Devastating Effects of Collectivization in the Novosibirsk Area of Siberia"

#### **Discussion Board 4: The Global Great Depression**

### **Module 6: WORLD WAR II**

**Oct. 26-Oct. 30**

#### **Week 11: The Holocaust**

Readings: "The Nazi Telegram With Instructions for Kristallnacht"

Schlomo Venezia, "Selected Extracts From Inside the Gas Chambers- Auschwitz, Birkenau, Sonderkommando Hell,"

Film: *From Swastika To Jim Crow* [From Swastika to Jim Crow](#)

### **Lecture: "The Wannsee Conference: The Anatomy of a Genocide"**



## Quiz 6

**Nov. 2-Nov. 6**

### **Week 12: The War in the Pacific Theatre**

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.

### **Module 7: THE NEW WORLD ORDER**

**Nov. 9-Nov. 13:**

### **Week 13: The Beginning of the Cold War**

Readings: "Truman Announces the Bombing of Hiroshima,"

"U.S. Scientists Petition Against the Use of Atomic Weapons,"

"Harry Truman's Diary Entries at Postdam"

**Lecture: "The Origin of the Atomic Age"**

### **ANALYTICAL ESSAY DUE!**

**Nov. 16-Nov. 20: The United Nations and Governing the NOW**

Readings: "The United Nations Charter"

The Postdam Resolutions

**Discussion Board 5: World War II**

**Nov. 24- LAST DAY OF CLASS!**

**Final Exam TBA**