

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 alternate 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. For each module you will complete a variety of activities including readings from your textbook, examining sources, assignments, quizzes, and discussion boards. No two modules are the same, but all have a similar design. **Weekly course work for all modules is due every Monday at 11:00pm.** Each new unit begins on Tuesday.

Readings

Required Textbook: *Ways of the World: A Brief Global History with Sources*, Vol. II. 4th edition. Available at the university bookstore and online retailers. This textbook contains many of the primary sources we will examine in this class. Other primary sources will be uploaded directly to Canvas and be available in the modules.

Lectures and Videos

Each module will feature a combination of different teaching methods. Along with your textbook readings and primary sources, there will also be numerous videos, documentaries, my personal lectures, and slides you will utilize to gain a greater understanding and appreciation of our topics and themes. These materials can be found in the course modules and will be in the proper viewing sequence.

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.
- I will typically send out classwide messages via Canvas Messenger. So make sure you check both your email and Canvas daily.

- You may contact me via Canvas, but I prefer emails to my UNCG address: mdhintz@uncg.edu. Since my email is linked to my phone, I will be notified of a message a lot sooner.
- 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

Unless otherwise noted in an email, all coursework is due Mondays at 11:00pm. Failure to submit work at that may result in a 5% penalty. Please contact me ahead of time if you have a serious schedule conflict or problem that will impact your ability to submit work. Extended time or an alternative may be granted at instructor discretion.

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.

Notes

It is important that you take notes on lectures, readings, and videos. These will be helpful for your assignments, quizzes, and exams. All assignments, quizzes, discussion boards, tests are open note and open book. Collaboration, however, is strictly prohibited.

Covid-19

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu

COVID-19 Spartan Shield Video

UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important.

Please watch this video before the first day of classes.

<https://youtu.be/Mb58551qxEk>

Grading

Discussion Boards - 10%

Quizzes - 15%

Assignments - 25%

Current Events Paper - 20%

Tests - 30%

Discussion boards allow us to interact as a class grapple with the ideas and themes of the course. Essentially, discussion boards are your participation credit. Each week I will pose a series of questions to spark conversation. You are required to write a minimum of three posts. Your main response should be between 250-350 words, and you should make an effort to draw on the readings, videos, and other resources that week. You must also write two comments on other student posts. These posts should be between 100-200 words, and should be substantive - not just complimentary remarks. You should post your main post at least 24 hours before the discussion board closes in order to allow time for others to read and comment.

Although discussion boards are informal, you should write clearly and professionally. Discussion boards cannot be made up if missed.

Quizzes will typically be given weekly and will cover content from your readings, assigned videos, and any lecture slides uploaded for that week. Quizzes are multiple choice, true/false, etc., questions. You will have unlimited time to take the quiz, but only get one attempt.

Assignments specifically train you on historical thinking and source analysis; the foundations of the historical profession. There will be one of these per unit, and will ask you to assess primary sources, either individually or in conjunction with other sources, by answering a variety of questions.

Current Events Paper: History does not exist in a vacuum. Using your historical thinking and research skills, find a current event (something from the last 25 years) and examine the connections this event has to events, policies, or themes covered in the units of this course. Your paper should have an argument, or thesis statement, and contain some sources you found through research. The paper will be due a week before the end of the course. More information will be provided at a later date.

There will be **two tests**. Tests are a little larger than assignments and will feature questions related to content, several primary source analysis questions, and an essay. The first test is scheduled as a midterm, while the second will act as the final exam.

Course Schedule

Pre-Unit Course Introduction:

- Watch introductory video
- Introduce yourself in the Introductory Discussion Board
- Read syllabus
- Make sure Canvas is functioning properly
- View materials related to COIV-19 safety and policies
- Complete syllabus agreement form - **due at the end of the first week.**

Due Date	Reading/Videos	Assignments	Notes/Misc.
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Unit 1: History - the Long Conversation

Week 1: What is History and What do Historians do?

8/24	<p>Readings:</p> <ul style="list-style-type: none"> - What Does it Mean to Think Historically? - How to Distinguish Between Primary and Secondary Sources <p>Videos:</p> <ul style="list-style-type: none"> - Hintz Lecture Video - John Fea's Virtual Office Hours #1 and #2 	<ul style="list-style-type: none"> - Quiz - Discussion 	<p>Be sure you've ordered your textbook</p> <p>Terms:</p> <ul style="list-style-type: none"> - The Past - History - Revision - Primary Sources - Secondary Sources
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Week 2: Major Problems in Understanding History and the Past

8/31	<p>Readings:</p> <ul style="list-style-type: none"> - Article from the Richmond Times-Dispatch <p>Videos:</p> <ul style="list-style-type: none"> - Hintz Lecture Video - John Fea's Virtual Office Hours #3 and #4 - What is Historical Memory? 	<ul style="list-style-type: none"> - Quiz - Assignment - Discussion 	<p>Terms:</p> <ul style="list-style-type: none"> - Presentism - Historicism - Memory
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Unit 2: The West at the Turn-of-the-Century

Week 3: Industrialism and Capitalism

9/7	<p>Readings:</p> <ul style="list-style-type: none"> - Textbook: Chp. 17, including sources 1, 3, 4 - Progress and Poverty - The Gospel of Wealth <p>Videos:</p> <ul style="list-style-type: none"> - Hintz Lecture Video 	<ul style="list-style-type: none"> - Quiz - Discussion 	<p>Terms:</p> <ul style="list-style-type: none"> - Capitalism - Communism - Socialism - Philanthropy - Laissez-fairism - Mechanisation - Factory System
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Week 4: Race, Nationalism, and Social Darwinism

9/14	<p>Readings:</p> <ul style="list-style-type: none"> - Article from the Huffington Post - 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"> - Hintz Lecture Video - Clip from Rabbit Proof Fences 	<ul style="list-style-type: none"> - Quiz - Assignment - Discussion 	<p>Terms:</p> <ul style="list-style-type: none"> - Darwinism - Social Darwinism - Nationalism - Patriotism - Race - Ethnicity - WASP
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Unit 3: Global Scramble: Imperialism and Colonialism

Week 5: Africa, Asia, and Oceania

9/2 1	<p>Readings:</p> <ul style="list-style-type: none"> - Textbook: Chp. 18, including sources 1, 2, 4, 5, and 6 <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 - Discussion 	<p>Terms:</p> <ul style="list-style-type: none"> - Colonialism - Imperialism - Proxy - Pacification
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Week 6: The Americas

9/28	<p>Readings:</p> <ul style="list-style-type: none"> - The American YAWP, chp. 17 and 19 <p>Videos:</p> <ul style="list-style-type: none"> - CC#28 - US History #13 - Clip from The Rough Riders 	<ul style="list-style-type: none"> - Quiz - Assignment - Discussion 	<p>Terms:</p> <ul style="list-style-type: none"> - White man's burden - Monroe Doctrine - Roosevelt Corollary
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Unit 4: The Great War

Week 7: WWI - the Birds Eye View

10/ 6	<p>Readings:</p> <ul style="list-style-type: none"> - Textbook: Chp. 20, 866-885 - The Willy-Nicky Telegrams (1914) - All Power to the Soviets! (1917) - The Fourteen Points (1918) <p>Videos:</p> <ul style="list-style-type: none"> - Hintz Lecture Video - The Easter Rising - Epic History: The Russian Revolution - The Great War: The Mexican Revolution during WWI 	<ul style="list-style-type: none"> - Quiz - Discussion 	<p>Terms:</p> <ul style="list-style-type: none"> - Entangling alliances - Russian Revolution - Willy-Nicky Telegrams - Zimmerman Note - Irish Revolution - Western Front - Eastern Front - Fourteen Points - Triple Entente - Triple Alliance - Central Powers
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Week 8: WWI - the Worms Eye View

10/1 3	<p>Readings:</p> <ul style="list-style-type: none"> - Letters from the First World War (1916-1918) <p>Videos:</p> <ul style="list-style-type: none"> - Trench Warfare - Tunnel Warfare - Zeppelin's Majestic and Deadly - Aviation in WWI - Shell Shock - Women in WWI - Propaganda on the Homefront - Zeppelin Raids 	<ul style="list-style-type: none"> - No quiz - Assignment - Discussion 	<p>Note:</p> <ul style="list-style-type: none"> - The scene from the film, The Lost Battalion, does contain scenes of combat <p>Terms:</p> <ul style="list-style-type: none"> - Trench warfare - Shell shock - Dog fight - Zeppelin
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Week 9: Fighting the Flu and Midterm Exam

10/20	<p>Readings:</p> <ul style="list-style-type: none"> - No Readings <p>Videos:</p> <ul style="list-style-type: none"> - The Great War: The Spanish Flu - Biographics: The Spanish Flu: The Greatest Pandemic of the 20th Century 	<ul style="list-style-type: none"> - Midterm Exam - No Quiz - No Assignment - Discussion 	
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Unit 5: The Interwar Period**Week 10: Aftermath of War in the West**

10/27	<p>Readings:</p> <ul style="list-style-type: none"> - Reread chp. 20, 878-886 <p>Videos:</p> <ul style="list-style-type: none"> - Hintz Lecture Video - The Great War: Just Peace, or Dishonor? - The Allied Occupation of Germany 	<ul style="list-style-type: none"> - Quiz - Discussion 	<p>Terms:</p> <ul style="list-style-type: none"> - Treaty of Versailles - War Guilt Clause - League of Nations - Russian Civil War
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	- Conflicts and Wars in the Aftermath of WWI		
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Week 11: Aftermath of the War Beyond Europe

11/3	<p>Readings:</p> <ul style="list-style-type: none"> - Arabian Peninsula 1914 - The Sykes-Picot Agreement (1916) - Balfour Declaration (1917) - <p>Map:</p> <ul style="list-style-type: none"> - Map of Middle East <p>Videos:</p> <ul style="list-style-type: none"> - Hintz Lecture Video - Philosophy of Kemalism 	<ul style="list-style-type: none"> - Quiz - Discussion 	<p>Terms:</p> <ul style="list-style-type: none"> - Armenian Genocide - McMahon–Hussein Correspondence - Sykes-Picot Agreement - Balfour Declaration - Zionism - Ottoman Empire - Treaty of Sèvres - Turkey - Mustafa Kemal Atatürk - Kemalism
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Week 12: Economic Boom/Economic Bust

11/10	<p>Readings:</p> <ul style="list-style-type: none"> - Textbook: 886-888 - The American YAWP, chp. 23 <p>Videos:</p> <ul style="list-style-type: none"> - Hintz Lecture Video - Stories from the Great Depression 	<ul style="list-style-type: none"> - Quiz - Assignment - Discussion 	<p>Terms:</p> <ul style="list-style-type: none"> - Credit - Margin - Stock Market - Depression
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Unit 6: The Second World War

Week 13: Prelude to War: The Rise of Authoritarianism

11/17	<p>Readings:</p> <ul style="list-style-type: none"> - Textbook: 888-896, plus sources 20.1, 20.2, 20.3, 20.4, 	<ul style="list-style-type: none"> - Quiz - Discussion 	<p>Terms:</p> <ul style="list-style-type: none"> - Mussolini - Hitler
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	<p>20.5</p> <ul style="list-style-type: none"> - Japan Stuns World, withdraws from League (1933) - Germany withdraws from League of Nations disarmament pact (1933) - <p>Videos:</p> <ul style="list-style-type: none"> - The Rise of Totalitarianism in Europe 		<ul style="list-style-type: none"> - Stalin - Empire of Japan - Second Sino-Japanese War - Fascism - Nazism - Molotov–Ribbentrop Pact
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Week 14: War and Peace, Crime and Punishment

11/24	<p>Readings:</p> <ul style="list-style-type: none"> - Textbook: 896-919 - Testimonies of Auschwitz SS-Men (<i>multiple sources, various years</i>) - Testimony of Japanese Army Doctor (1956) <p>Videos:</p> <ul style="list-style-type: none"> - CC#33: The Atomic Bomb - The Path to Nazi Genocide - Japan's Secret Death Lab - What Happened at Nuremberg? - The Tokyo Trials 	<ul style="list-style-type: none"> - Quiz - Assignment - Discussion 	<p>Terms:</p> <ul style="list-style-type: none"> - Manhattan Project - Wannsee Conference - Final Solution - Holocaust - Death Camp - Nanjing Massacre - War Crimes Trials
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Week 15: Epilogue

11/30	<p>Readings:</p> <ul style="list-style-type: none"> - The Universal Declaration of Human Rights (1948) <p>Videos:</p> <ul style="list-style-type: none"> - Hintz Lecture Video 	<ul style="list-style-type: none"> - No Quiz - No Assignment - Discussion 	<ul style="list-style-type: none"> - Paper due 12/1 - Final Exam due 12/4
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