

History 217: The World in the Twentieth Century, 1900-1945

Instructor: Christopher Graham

Email: cagraham@uncg.edu

Classroom: Bryan 105

Office hours: TR 10-12, TW by appointment only.

Class: T TR 12:30-1:45

Office: MHRA Building, Room 2102

Textbook: Michael Adas, Peter N. Stearns, Stuart B. Schwartz, *Turbulent Passage: A Global History of the Twentieth Century*, 4th Edition.

Course Description

About: This class will provide global coverage of events between 1900 and 1945, including industrialization, globalization, empire, colonization, World War I, totalitarianism, and World War II. It will consider not only the events themselves, but their causes and consequences, and how economic, political, and intellectual changes effected social relations.

The events of the early Twentieth Century have directly shaped our contemporary world—the one you know and live in. As we struggle with the legacy of globalization, colonialism, and totalitarianism in modern society, we think and rethink about how they began, progressed, ended (or not) and defined us. The way we think about the past thus shapes the way we discuss our contemporary world.

Expectations: You are expected to read the assigned readings, attend all the classes, participate in classroom discussions, and complete all the quizzes and assignments. Failure in any of these will ensure a failing grade.

Outcomes: Students will be able to identify key figures and events in Twentieth Century global history

Students will develop historical thinking skills. This includes the abilities to closely read a document or an interpretation, criticize interpretations, construct syntheses of interpretations, and consider the applicability of historical lessons to contemporary circumstances.

Students will develop their ability to communicate historical thinking through classroom discussion, sound research, and effective writing.

Students will become familiar with the variety of ways to engage with historical topics in our information-rich Internet environment.

A Note on Decorum: In this class you are expected to carry yourself as a professional in a work environment. That means you will arrive on time, dress respectfully, plan ahead to avoid conflicts or problems, not talk to others about unrelated topics while class is underway, not text or check cell phones in class, or be

a distraction or disruption to your peers. You will engage in conversation with the instructor and your peers in a respectful manner. You may use a laptop to take notes or to find resources for this class. Other uses, and use of cell phones, will be grounds for dismissal from that day's class with an absence counted. Failure to uphold these guidelines may be reflected in your class participation grade.

Grading

20% Participation (includes attendance, required meeting, classroom discussion, and extra credit.)

60% Assignments (four assignments at %15 each)

20% Quizzes

100% Final grade

Grading scale:

A+ 97	B+ 87	C+ 77	D+ 67	F <60
A 93	B 83	C 73	D 63	
A- 90	B- 80	C- 70	D- 60	

Participation Rubric

10 pts = A+	9 pts = A	8 pts = B	7 pts = C	6 pts = D	>5 = F
-------------	-----------	-----------	-----------	-----------	--------

Attendance: 0-3 absences = 4 points
3-5 absences = 3 points
5-8 absences = 2 points
>8 absences = 0 points

Required meeting: 1 point

Classroom discussion: Regularly active in discussions = 5 points
Occasionally active in discussions = 3 points
Not active in discussions = 0 points

Extra Credit: points will be added to final participation grade based on class wiki contributions and other extra work.

Note: Absences are neither excused nor unexcused. If you are absent for any reason, the absence counts.

Quizzes: One quiz per chapter will be given on Blackboard. The quiz will be open from Sunday at noon until Tuesday at 12:30pm. The quiz will be five multiple-choice questions and will be based entirely on that week's reading assignment. The UNC-G Academic Integrity Policy applies.

Assignments. (See separate assignment sheets for details.)

In all these assignments you will pay close attention to the conventions of good academic writing, including format, clarity, use of evidence, and effectiveness of your argument. The expectation is that the topic you choose for each assignment will be similar across all four assignments. No late papers accepted.

Assignment 1: Wikipedia (Due March 1)

In this assignment, you will make a substantial edit or addition to an existing Wikipedia article on a topic, person, event related to this class. You may also create a new article. You will be required to create an identifiable Wikipedia login, add a footnote/resource to support your edit or addition, write a one-page description of what you changed, why you changed it, and how you found/chose the resource on which to base those changes, and post a link to your edits/changes along with your discussion on the class wiki.

Assignment 2: Film review (Due March 1)

You will review a feature film that covers a topic, event, or person related to this class. This review is not to be limited to an assessment of the historical accuracy of the movie (but that should be included). You will take into consideration the production style, "message," and time of production to discuss why the movie does what it does in a paper of 800-1000 words.

Assignment 3: News review (Due April 26)

You will find an example of a historical topic being used in a contemporary news article. The use may either be a reference by a public person (politician, pundit, etc.) or a notice of new scholarship that appears in mainstream publications. You will assess the use and accuracy of the historical topic in a paper of 800-1000 words.

Assignment 4: Essay (Due April 26)

Here you will write an “argument based” paper of 1,000 to 1,200 words. You will need to make an assertion, or thesis, and support it with the evidence you have collected over the course of this semester.

HIS 217 Assignments

In all these assignments you will pay close attention to the conventions of good academic writing, including format, clarity, use of evidence, and effectiveness of your argument. The expectation is that the topic you choose for each assignment will be similar across all four assignments. No late papers accepted.

Take advantage of on campus and online resources for good writing.

The skills you developed in English Composition classes are applicable in history writing. For tutorials on good history writing, review the pages on Zachary Schrag's website <http://historyprofessor.org/>.

You will need to provide citations for your work. We use the latest edition of the Chicago Manual of Style for citation style in history. If you have a strong preference for the MLA or APA styles and are proficient in their use, then do so. If not, use Chicago. A good citation creation website for all styles is KnightCite <http://www.calvin.edu/library/knightcite/>.

You are advised to have consultations with the University Writing Center before you turn in your papers. Staff at the Writing Center will review your draft and help you find places that need improvement. The Writing Center is on the third floor of the MHRA building. <http://www.uncg.edu/eng/writingcenter/>

In all of your assignments, you will need to locate a variety of academic resources to find primary and secondary sources.

The first and best resource is the university's Jackson Library. No online catalog can match the "finding power" of simply browsing the bookshelf in the area you are researching. Make this your *first* search.

Academic articles may be found at J-Stor, available through Jackson Library's website. <http://library.uncg.edu/dbs/dbs-byletter.asp?showdbs=J>

Google Books has thousands of out-of-print, hard to find, and limited publication books. <http://books.google.com/>

The Internet Archive is developing an impressive collection of scanned text, audio, and moving images that you may use. <http://www.archive.org/>

Wikipedia is a contentious tool. Its ubiquity on Google searches for historic topics is unmatched, yet scholars often—and rightly—criticize Wikipedia's veracity. Instead of banning its use in this class, you will develop the skills to manipulate its information, thereby improving its quality.

Assignment 1: Wikipedia (Due March 1)

In this assignment, you will make a substantial edit or addition to an existing Wikipedia article on a topic, person, event (of your choice) related to this class. You may also create a new article. You will be required to create an identifiable Wikipedia login, add a footnote/resource to support your edit or addition, write a one-page description of what you changed, why you changed it, and how you found/chose the resource on which to base those changes, and post a link to your edits/changes along with your discussion on the class wiki.

A tutorial on editing Wikipedia may be found on the site.

<http://en.wikipedia.org/wiki/Wikipedia:Tutorial>

Details and example forthcoming.

Assignment 2: Film review (Due March 1)

You will review a feature film that covers a topic, event, or person related to this class. The review will be 800-1000 words.

Many people learn about historical episodes through movies. Often, an entire historical time period has been defined for modern audiences by films; for example *Braveheart*, *Gone With The Wind*, or *300* have provided indelible images and understandings of their time periods. Yet what the film says about the time of production may be as significant as what it says about the time in which it is set. For instance, the movie *The Big Red One*, produced in 1980 says as much about popular frustration about the futility and disillusionment of the Vietnam experience as it does about American soldiers in World War II. Similarly, the emphases on clothing styles, storylines, or characters also reflect our own assumptions about the past. In this paper you will consider the movie as a historical production and consider the many ways it shapes a historical narrative.

Your review is not to be limited to an assessment of the historical accuracy of the movie (but that should be included). You will also need to consider the following questions:

What do the choice of actors say about the producer's intent?

What message do set designs and costumes convey?

What is the overall visual style?

What is the intended audience for the film?

What is the original source material for the story?

How does the film differ from actual historical events or people?

Why do those differences exist and what do those differences say about our own view of the past?

Do those differences make a difference in the quality of the film?

Examples of films to review (Most of these are American films. Foreign films are acceptable.)

All Quiet on the Western Front (1930)

Titanic (1997)

Citizen Kane (1941)

Zapata (2004)

It's a Wonderful Life (1946)

The Wind That Shakes the Barley
(2006)

Khartoum (1966)

Catch-22 (1970)

Assignment 3: News review (Due April 26)

Politicians, pundits, and other commentators frequently invoke historical examples to prove a point about contemporary situations. For instance, this last year has seen more commentary about the “Boston Tea Party” since 1773. For this assignment, you will find an example of a historical topic being used in a contemporary news situation. The use may either be a reference by a public person (politician, pundit, etc.) or a notice of new scholarship that appears in mainstream publications.

You will assess the use and accuracy of the historical topic in a paper of 800-1000 words. Your analysis should be—but should not be limited to:

The accuracy of the assertion.

Historical background of the assertion.

How does our contemporary context shape the usage of the historical example?

Your assessment of the usage: is it fair? not fair? plausible?

Examples of news stories you might use are:

“Ukraine says blowing up Stalin statue was terrorism” (Reuters)
<http://ca.reuters.com/article/topNews/idCATRE7043D920110105>

“How Can Republicans Say America is a Commie-Socialist Nation?” (Washington Post)
<http://voices.washingtonpost.com/politics/blog-network/2010/12/how-can-republicans-say-america.html>

“Chinese book studies CNA, media coverage of Nanking Massacre” (Focus Taiwan)
http://focustaiwan.tw/ShowNews/WebNews_Detail.aspx?Type=aALL&ID=201012120019

These were found using a Google News search. You may also search for topics on a newspaper or network website or search engine of your choice.

Assignment 4: Essay (Due April 26)

By this time, you will have had an opportunity to think critically about the past and to become familiar with techniques for producing good historical work. In this exercise, you will address one of the following questions in an essay of 1000-1200 words (4-5 pages), double-spaced. You will need to consider the following:

- Write a clear thesis statement
- Support your thesis with the use of evidence you have collected over the course of the semester.

Questions forthcoming.

HIS 217 Schedule

Tentative schedule

Week 1

Reading: Textbook, pages 6-14

January 11: First day; Intro to course

January 13: Background to 20th Century

Week 2

Reading: Textbook, Chapter 1 and Chapter 2

Out of class, watch: *Man With a Movie Camera* (1929). Research the film and be prepared to discuss it in class this week. It may be found on the Internet Archive.

Online quiz #1, opens Sunday 12pm, closes Tuesday 12:30pm

Online quiz #2, opens Sunday 12pm, closes Tuesday 12:30pm

January 18: Industrialization and the West. Begin discussion of sources.

January 20: Russia, Japan, and the USA (Spanish American War)

Week 3

Reading: Textbook, Chapter 3, and page 92-99.

Out of class, watch one of the following: *Nanook of the North: A Story of Life and Love in the Actual Arctic* (1922); *Grass: A Nation's Battle for Life* (1925); *Chang: A Drama of the Wilderness* (1927). Research your film and be prepared to discuss it in class this week.

Online quiz #3, opens Sunday 12pm, closes Tuesday 12:30pm

January 25: Colonial order. Begin discussion of Wikipedia

January 27: Asia and Africa

Week 4

Reading: Textbook, Chapter 4 (pages 73-92 only)

Online quiz #4, opens Sunday 12pm, closes Tuesday 12:30pm

February 1: Latin and South America

February 3: Ottomans and the Middle East (Ottoman decline)

[Notice: beyond this date, all reading and class assignments are tentative.]

Week 5

Reading: Textbook, Chapter 5

Online quiz, opens Sunday 12pm, closes Tuesday 12:30pm

February 8: Great War in Europe

February 10: Great War everywhere else

Week 6

Reading: Textbook, Chapter 6

Online quiz, opens Sunday 12pm, closes Tuesday 12:30pm

February 15: Peace and consequences

February 17: Post-war nationalism and revolutions

Week 7

Reading:

Online quiz, opens Sunday 12pm, closes Tuesday 12:30pm

February 22:

February 24:

Week 8

Reading:

Wikipedia and film assignments due.

March 1: Exam date

March 3: Exam date

March 4: Last day to drop without academic penalty

Week 9

March 8: Spring Break

March 10: Spring Break

Week 10

Reading: Textbook, pages 169-170, 180-184, 186-188

Online quiz, opens Sunday 12pm, closes Tuesday 12:30pm

March 15: Soviet Union under Stalin

March 17: Colonial and global order in 1920s

Week 11

Reading: Textbook, pages 170-180

Online quiz, opens Sunday 12pm, closes Tuesday 12:30pm

March 22: The Great Depression

March 24: Rise of Fascism in Italy and Germany

Week 12

Reading: Textbook, pages 184-186, 188-189

Online quiz, opens Sunday 12pm, closes Tuesday 12:30pm

March 29: Japanese expansion

March 31:

Week 13

Reading: Textbook, Chapter 8

Online quiz, opens Sunday 12pm, closes Tuesday 12:30pm

April 5: World on the eve of war

April 7: World War II

Week 14

Reading:

Online quiz, opens Sunday 12pm, closes Tuesday 12:30pm

April 12: World War II

April 14: World War II

Week 15

Reading:

Online quiz, opens Sunday 12pm, closes Tuesday 12:30pm

April 19: Aftermath of WWII: Great Powers

April 21: Aftermath of WWII: Everyone else

Week 16

Reading:

April 26: Last day of class

May 3: Exam date