

HIS 217: The World of the Twentieth Century (1900-1945)

UNC-Greensboro, Spring 2013

Instructor: Christopher Graham

Classroom: WEB

Office hours: ONLINE, by appointment

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Texts: All reading will be available on Blackboard or through links to other Internet sites. You will not have a textbook for this class, nor will you need to purchase anything from the bookstore.

Computer requirements: To complete this class, you will need to have access to a computer and be proficient in Blackboard. In addition, you will need to have access to a video conferencing platform (e.g. Skype, Google+) for individual conferences with the professor.

Course Description

About: In this class you will learn major themes in world history between 1900 and 1945. You will immediately notice, however, that this class does not offer comprehensive coverage of that time period. The focus on six themes and events will facilitate the accomplishment of two goals. **First**, you will become familiar with the dominant ideas that shaped the first half of the twentieth century. With a critical understanding of industrialization, modernization, de/colonization, totalitarianism, and war, you will be equipped with the intellectual tools to understand most major events in this period. **Second**, in close examination of six themes and events, you will develop and rehearse essential “cognitive moves” of historical thinking. These include discernment, questioning and connecting, sourcing, and inferencing. This approach to historical time periods arises from the conviction of many history professors that compressing vast amounts of information in an attempt to “cover” everything actually results in very little learning. Professor Lendol Calder, in association with the American Historical Association, has developed the “uncoverage” model practiced in this class. You may review Calder’s website by Googling “Calder uncoverage.”

Outcomes:

1. Students will have a functioning knowledge of the primary forces that shaped the Twentieth Century world.
2. Students will be competent in the skills of historical thinking.

There are six units. Each will contain the following activities/assignments:

Coverage lecture: This will be a lecture I post as an audio file on Blackboard. It will be a 30-45 minute lecture that contextualizes the period in question and will introduce students to events and concepts necessary to understanding that week's unit. You may stream the file from Blackboard or download the mp3 to a device of your choosing.

Overview reading: This will be a secondary source reading that offers more focused context for the primary document workshop exercises.

Media: This will be a non-written secondary source, including movies, documentaries, or websites that will offer context to the unit.

Workshop exercises with primary documents: This will constitute the first week of each unit. Assignments are drawn from Lendol Calder's four-stage introduction to critical historical thinking skills found at Calder's "Uncoverage" website. Instructions for each of these exercises are below. These will be submitted to the instructor through Blackboard by Thursday at 12:00 noon during the first week of each unit.

Forum posts: In the second week of each unit, students will be required to make one post to the Blackboard discussion forum. This post will be drawn broadly from that week's reading and will be based on a number of prompts the instructor offers. To make a successful post, the student will need to connect specific information from the overviews, documents, and media, to the larger context of that week's unit. *You may also—and are encouraged to do so—introduce new information from historical evidence outside the week's reading.* You will also be required to respond to at least one other student's forum post. The response may be in the form of an answer to a question, a correction of factual information, or an agreement or (preferably) a disagreement over interpretation of historical evidence. The initial post and the responses must be comprehensive and demonstrate that the student has read all required text and is employing the historical thinking skills rehearsed in the exercises. *You may respond to posts and to responses on your own post as much as you like. Extra consideration will be given to students to engaged in sustained, quality, discussion of the topics at hand.* These must be submitted to the forum by 12 noon on the second Thursday of each unit.

Required meetings: Each student will be required to meet twice with the professor in a video-chat session. The first session will be in the first week of class and the second in the eighth week. The meetings will take no more than ten minutes and a digital scheduling sheet will be available on Blackboard. *These meetings are required and will count toward your final grade.*

A Note on decorum: In this class you are expected to carry yourself as a professional in a work environment. That means you will complete all readings and assignments and meet all deadlines. You will plan ahead to avoid all conflicts. In forum posts and Google+ sessions you will engage in conversation with the instructor and your peers in a respectful manner. Failure to uphold these guidelines will be reflected in your grade. Violation of the University's Honor Code (including plagiarism) will result in immediate failure in this class. Your compliance with these rules will be reflected in your grade.

Grading:

In Forum posts, I will be looking for the following items: A strong and sound argument, historical evidence utilized, and a demonstration that you have read and comprehended all the material for the week. Posts and responses will be given the following ratings:

- Superior = A
- Adequate = B
- Poor = C
- Incomplete = D

Variations within grades (e.g.: A- or A + will be at the discretion of the professor.)

Workshop grades: See the workshop grading rubric below.

Forum posts	%50
<u>Workshops</u>	<u>%50</u>
Total	%100

Schedule

1/13, Week 1: Introduction to class

- *Listen to two lectures 1) History in this class, 2) Intro to the world in 1900
- *Complete quiz with document assessment. Due 1/15 (Wed.) at 12 noon.
- *Conduct a face-to-face meeting with professor.
- *Read Grenville, "Introduction," Blackboard.
- *Forum posts. Due 1/17 (Fri.) at 9pm.

This forum post is different from the forum posts for the following week. In this post you will introduce yourself to the class. Tell a little something about yourself. Tell how you envision this class fitting into your larger educational endeavor. Offer a brief response to the document presented in the assessment exercise.

Unit 1: Japanese modernization

1/20, Week 2: Primary documents

- *Continue face-to-face meetings with professor
- *Listen to coverage lecture.
- *Read "Meiji Period."
- *Complete workshop assignment 1.
- *Submit workshop assignment 1 by 12 noon on 1/23.

1/27: Week 3: Discussion forum

- *Read Sanders, "Corporate Triumph."
- *Read Kenichi Ohno, "The Economic Development of Japan," pages 11-97. Weblink.
- *Watch: "Korea Today: Special Documentary on the Great Kanto Earthquake."
- *Post to Blackboard discussion forum by 12 noon on 1/30.

Unit 2: The Middle East in the Great War and After

2/3 Week 4: Primary documents

- *Listen to coverage lecture
- *Read Storey, "War in the Middle East," 72-82, 133-138.
- * Submit workshop assignment 1 by 12 noon on 2/6.

2/10 Week 5: Discussion forum

- *Watch film, "Blood and Oil."
- * Read excerpt from "The Influenza Pandemic."
- *Post to Blackboard discussion forum by 12 noon on 2/13.

Unit 3: Fundamentalism and Modernism

2/17 Week 6: Primary documents

- *Listen to coverage lecture
- *Read overview essay from Moran, 1-24 only.
- *Submit workshop assignment 2 by 12 noon on 2/20.

2/24 Week 7: Discussion forum

- *Post to Blackboard discussion forum by 12 noon on 2/27.
- *Read Franklin & Moss, "Harlem Renaissance"
- *Watch film, *Jazz*, Episode 3, *Our Language* on NC LIVE Videos, <http://media.nclive.org/authvid.phtml?vid=118&ctime=0>

Unit 4: Anti-colonialism in Africa

3/3 Week 8: Primary documents

*Listen to coverage lecture

*Read excerpt from Porter, "The Lion's Share"

*Submit workshop assignment 3 by noon on 3/6.

3/10 NO CLASS: Spring Break

3/17 Week 9: Discussion forum

*Read excerpt from Meade, "A History of Modern Latin America"

*Film TBD

*Post to Blackboard discussion forum by 12 noon on 3/13.

Unit 5: Totalitarian States

3/24 Week 10: Primary documents

*Listen to coverage lecture

*Read overview essay from Paxton

* Submit workshop assignment 4 exercise by 12 noon on 3/20.

3/31 Week 11: Forum posts

*Watch media, documentary on Ukrainian genocide

*Read excerpt from Pualey on Totalitarian states.

* Post to Blackboard discussion forum by 12 noon on 3/27.

Unit 6: Pacific War

4/7 Week 12: Primary documents

*Listen to coverage Lecture

* Read excerpt from Iriye, "Pearl Harbor and the Coming of the Pacific War."

*Submit workshop assignment 4 by 12 noon on 4/3

4/14 Week 13: Forum Posts

*Watch film: *The War*, episode 5 on NC Live Video Collection.

*Read excerpt from Shepherd, "Voices of Decolonization."

*Submit forum post by 12 noon on 4/10

Final Week

4/14 Week 14: Wrap up exercises

Resources for online learning:

UNC-G Library History Resources <http://uncg.libguides.com/his>

UNC-G Library guide for Turabian
<http://uncg.libguides.com/content.php?pid=100907&sid=1073957>

Office of Accessibility Resources & Services <http://ods.uncg.edu/>

Blackboard tutorial videos <http://ondemand.blackboard.com/students.htm>

Technical support/help desk

https://6-tech.uncg.edu/ra/login_raremedy.jsp?lang=en

Contact information for academic department

Department of History
P.O. Box 26170
Greensboro NC 27402
336.334.5992

HIS 217 Workshop exercises

These assignments are adapted from Lendol Calder's workshop essays.

NOTE: The assignments are numbered from 1-4. For each unit you will be using one of the four assignments in conjunction with the primary documents for that unit. *Do not be confused by the examples used in assignment instructions.* They do not necessarily correspond with the topic and primary documents you will be using that week.

NOTE: For the assignment workshops, *use only the documents in the "documents for assignment" folders.* Use them only. DO NOT use the coverage lecture, the secondary readings, or any other source for the workshop essays.

In each of these, you will produce a brief written essay, list of questions or outlines based on the primary documents for the unit. These essays are not "reaction papers" offering your feelings about what you've read. They are not "discussion" papers. What are they?

**They are arguments,
assembled in answer to some question,
using primary historical documents as evidence.**

In all of these units, plan to read through the documents *two times*.

Grading rubric

	Beginning	Acceptable	Exceptional
Essay 1	Points	Points	Points
Questions	1	2	3
Possible points: 3			
Essay 2	Points	Points	Points
Questions	1	2	3
Connecting	1	2	3
Possible points: 6			

Essay 3	Points	Points	Points
Questions	1	2	3
Connecting	1	2	3
Sourcing	1	2	3
Possible points: 9			

Essay 4	Points	Points	Points
Questions	1	2	3
Connecting	1	2	3
Sourcing	1	2	3
Inferencing	1	2	3
Limits	1	2	3
Possible points: 15			

- 28-33 A
- 22-27 B
- 17-21 C
- 11-16 D
- <11 F

Workshop 1: Ask good questions and construct good answers

In this assignment you will practice formulating a good historical question based on the available primary documents. Then you will practice answering that question. *You will learn that good historical questions and answers are not the same as good questions and answers in other disciplines, or in everyday conversation.*

Grading. Questions: Asks a good historical question, which is then answered in the form of a thesis that makes a significant claim

Asking the question:

1. Read the documents.

Then, put the documents down and go do something else while you mull things over. Go running. Get coffee. Take a shower. Give the documents time to sink in.

2. Develop a question. You will need to *ask an interpretive question of the documents*, that the documents can answer.

A bad question. *What year did Meiji Restoration begin? Why is this a bad question? It doesn't require a lot of thinking to answer, and the documents are not required to answer it.*

A good question, but difficult to answer. *How did Europe and America react to Japanese industrialization? Good question, but the documents don't address this, do they?*

A good question. *How did industrialization change Japanese people's views of themselves and their place in the world? The documents can answer this. And since the answer is bound to be debatable, it's an interesting question, too.*

3. Now, **read the documents again.** This time you are looking for answers to your questions. The conclusion you settle on will become the thesis of your paper. What you want to do in your paper is defend and explain an arguable thesis that at least partially answers your question.

A poor thesis: *Japan industrialized. Why is this a bad thesis? It is not really arguable.*

A good thesis: *In Japan's successful attempt at industrialization, Japanese citizens lost a sense of their own heritage and customs. Why is this good? It is debatable and it can be supported by evidence in the documents.*

4. Now, **write your essay** and provide credible reasons for believing your thesis.

Bad: Only one reason is given; or your reasons do not relate well to your thesis.

Do not do this!: When you make a claim about something, you don't quote from the documentary evidence to back up your claim.

Good: You offer at least two relevant reasons to support your overarching thesis. You cite specific and relevant evidence from the documents to support your reasons and explain how your evidence supports your reasons.

5. Before your finish up, there is **one more thing to do**. At some point in the essay, consider a claim that opposes your thesis/reasons; then rebut this opposing argument with new evidence or reasoning that reinforces your original thesis. Or, just admit that the objection to your view is something to think about, though it does not yet change your mind*, and then explain why. (*changing your mind based on evidence is a valuable quality and encouraged in this class. I do it all the time.)

6. At the end of your essay, triple space and **write the question** your essay claims to answer. Then write a question or two that asks for new and unknown data that would help us test the thesis you have just argued.

Workshop 2: Connecting

In this assignment you will rehearse asking good questions then practice deep reading of the documents to habituate you to finding clues and seeking connections in the evidence.

Grading: Demonstrates how the documents fit into a bigger picture. Connects information from various sources: compares and contrasts, corroborates testimony, observes interesting links.

Read the documents on the post-World War I Middle East. This first time, read quickly. You just want to get a sense of the whole.

Now, give some thought to asking good historical questions.

1. **Type two questions** that would not make good historical questions. In a sentence, explain why. Feel free to model your bad questions on the bad questions from the previous workshop.
2. Now, **type two questions** you think you would make good historical questions. After you've made some coffee and given the matter a little more thought, explain briefly why you would choose to pursue one over the other. What reasons would make one better or at least preferable than the other?
3. Now, *it is time to look for connections*. With your best question in mind, turn your page over and **draw a concept map**. In your concept map, however you choose to make it, you will need to make connections between points of information across the documents. Compare and contrast assertions the writers make. Find evidence of cause and effect. Indicate places where the documents agree, and where they disagree. How do the documents (or assertions they contain) fit into a larger story?
4. After sketching out your concept map, **make a list of the five best connections** you have made. Of that five, indicate **one** that you think no one else will find, and why you think it is a unique or original connection.
5. The questions, plus this list, are the assignment you will submit. (You may scan and submit your concept map, but if you can't, you will not need to submit it.)

Workshop 3: Sourcing and Inferencing

In this assignment you will rehearse asking good questions, practice deep reading of the documents, and then learn how to *interrogate your sources*.

1. Read through the documents on the modernism/fundamentalist debate in America. Now, if you were going to write a history of the debate from these documents, what would your question be? **Write out your best idea for a question.** Submit it with your assignment.
2. Now it's time to look for connections between the documents that might help answer your question. If you find it helpful, use a concept map like in last week's exercise. When you have given this some thought, take a break for a while. Come back and look for more. **In a few sentences, explain a connection you think others are likely to miss.** Submit it with your assignment.
3. **Now, interrogate your sources, assess their points of view, reliability, and how they might relate to one another. Provide an example of each of the following:**
 - A. A sentence demonstrating a naïve attitude toward sources of information:
e.g. "As stated in the documents, the fundamentalists disliked modern science."
 - B. A sentence demonstrating a simple attitude toward sources of information;
e.g. "Darrow used science to refute religion."
 - C. A sentence demonstrating a good understanding of "sourcing"
e.g. "Darrow leaned on modern advances in astronomy, medicine, and Biblical Higher Criticism to undermine religious claims."
 - D. A sentence demonstrating a sophisticated understanding of "sourcing."
e.g. "Darrow, despite his erudite criticism of some of religion's more spurious claims, failed to understand the sociological imperatives of religious communities in the same way that Gerould did."
4. **Submit** your questions, connections, and sentences about sources.

Workshop Essay #4: Inferencing, multiple perspectives & limits to knowledge

In this assignment you will rehearse asking good questions, practice deep reading of the documents, interrogate your sources, and begin to develop sound interpretations.

Grading

Inferencing: Reasons *inductively* from facts or cases to a general conclusion; reasons *deductively* from generally known principles to an unknown; allows evidence to correct preconceived opinions; supports thesis with evidence.

Limits to knowledge: Appropriately self-critical; admits contrary evidence; qualifies arguments; recognizes limits to one's historical knowledge.

1. Read the documents on the development of Nazi Germany
2. Generate a historical question the documents could be useful for answering.
3. Note the connection you think others might be likely to miss.
4. Design an outline of a perfect argument based on the documents.

Example [Note: this example is based on documents related to the American Civil Rights Movement.]

Evidence:

- A. The suburbs were all about filling empty houses (and empty lives?) with consumer goods. [quotes from film, data from Levitown document]
- B. Even religion was "consumerized." [quotes from G. Winter, R. Niebuhr]
- C. Economic data from editors' intro and the film

Warrants:

- A. Since suburbanization involved so many, we can safely assume that their experiences with consumer goods defined the postwar era.
- B. If even religion was reduced to "being happy," then consumerism really did triumph!
- C. The data shows that consumerism involved the majority of Americans.

Objection: Consumerism only affected white Americans. Blacks were left out.

Rebuttal: Not so! Look at the great sites of Civil Rights activity: lunch counters, dept. stores, swimming pools, bowling alleys. And look at how the early activists were dressed: middle-class black Americans fought to get into the consumerized version of the American Dream.

Your question, connection, and perfect argument outline will be your submission.