

**HIS 217: “War, Feast, and Famine: The End of the Old Order and the Rise of a New One: A Brief Survey of the First Half of the Twentieth Century in a World Context (1870-1945) GHP/GL**

**RM:1214 MHRA Building**

**Time: 630-7:45 Mon. and Wed.**

**Instructor:** Richard Smith (rmsmi28@uncg.edu)

**Office Hours: MHRA 2104 10am-12pm Monday and Wednesday and by Appointment.**

“The present is what it is because of the past. Nothing possessing real vitality has ever been lost. The quintessence of all things proved by human experience remains; the concentrated results of the labors, the trials, the sufferings and martyrdoms of all champions of the truth, in all preceding time, come to us now as the heritage which this generation receives from the ashes of the past.” (John L. Carey, “Slavery and the Wilmot Proviso With Some Suggestions For A Compromise” 1847

**Course Introduction:** The primary purpose of this course is to introduce students to the volatile history of the first half of the twentieth century, through discussion of the primary people, places, events, and ideas that characterize these crucial years. However, in order to understand the historical scope of this critical period it is necessary to place the four major events of the period: the Russian Revolution, the Great Depression and both World Wars into a larger historical context that includes the political, social, economic, and ideological forces that characterized these crucial decades and shaped much of the first half of the twentieth century. Moreover, several of the histories of this period examine the 20<sup>th</sup> century primarily for the perspective of the United States. My intention is to move beyond this limiting perspective and discuss the first half of the twentieth century from a more global perspective. The historical events that characterize this period not only affected the people of the United States, but the lives of those throughout the entire world.

This course is much more than simple memorization and regurgitation. History, as a viable discipline, rests on a continuous cycle of interpretation and contextualization based upon a careful examination of evidence from the past. This fluidity makes history an important subject for any college major because it affords students the opportunity to develop a more complex method for thinking cognitively. Therefore, another primary objective of this course is for students, through a careful analysis of images, contemporary to the period, develop increasingly complex ways of thinking analytically and critically. Lastly, it is the instructor’s fond hope that this course will instill an appreciation of history as both a profession and a discipline. History, in many ways, is a conversation between the present (i.e. students and historians) and the past (primary sources relating to the historical period or topic under discussion). My intention in this class is to help facilitate that dialogue.

**Course Objectives/Learning Outcomes:**

1. Students will learn to identify many of the major themes and concepts of the history of the twentieth century.
2. Students will be able to think critically and analytically through primary and secondary source analysis.
3. Students will be able to contextualize historical images and connect them to the larger themes in American history.
4. Students will develop a sense of historical empathy for the past.

**General Education Global Perspectives Student Learning Outcomes:**

1. Interpret or evaluate information on diverse cultures, polities, and/or intellectual traditions.
2. Describe interconnections among regions of the world. (Must include substantial focus on at least one culture, nation, or sub-nationality beyond Great Britain and North America).
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues.

**General Education Historical Perspectives Student Learning Outcomes:**

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

**Course Layout:** I have divided the course into five separate sections or historical eras. This allows the instructor the ability to present the material in a much more organized fashion and, more importantly, it provides the student the opportunity to learn the material in a much more organized manner. At the end of each section, I will test you on the materials. This course consists of lectures, primary and secondary source readings, five exams, reading quizzes, and discussion of primary sources.

**Class structure: Role will be taken every class.** Each class will begin with a 10-minute quiz consisting of a question, or questions, based upon the readings due that day. Lecture follows the quizzes. The intended purpose of the lecture is to designed to supplement your readings outside of class. At certain moments within the context of the lecture, I will ask the class some questions related to both the lecture and the material you read for class. Answering these questions provides you with a great opportunity to work on your participation grade and I encourage you to do so.

**Grading:** The grade breakdown is as follows:

1. Exams (10% x4)=40%
2. Reading Quizzes=15%
3. Image Analysis (5% x3) =15%
4. Participation=15%
5. Film Questions=15%

**Assignments:**

- 1. Reading Quizzes:** Each class will begin with a reading quiz. (The notable exception being on the days of an exam.) These quizzes will consist of one or two questions based upon the readings that were due for that particular class period. You will have 10 minutes to answer the question. At the end of ten minutes, I will collect the papers and the lecture portion of the course will commence. There are no makeups for missed quizzes; however, I will drop the lowest grade. If you arrive late to class, you will have however much time remaining to complete the quiz. For instance, if you arrive at 3:35pm you will have only five minutes to complete the quiz. Please try to answer the question I pose, even if you do not know the answer, as I am giving partial credit for a credible attempt at an answer. In other words if you make a credible attempt at an answer the lowest grade you will receive would be a C. The only way to fail the quizzes is to either not write anything down, or not come to class. Lastly, although they only count 15% of your final grade it is wise to take these assignments seriously. Due to the number given over the course of the semester, skipping them will only have an adverse effect on your grade.
- 2. Participation:** History is a continuous dialogue between the past and the present. This makes participation an essential part of any college history course. Although there maybe opportunities for you to answer questions during lecture, a large portion of your participation grade will come from the discussion portion of the course. Moreover, I am not interested in how often you participate; instead, I am primarily interested in the quality of your response. For instance, if you believe that an author of a piece is making a particular argument, you need to give a reason why you believe this based on what you have read. Moreover, I would also like you to tell me how the primary source readings relate to the lecture and the material in the textbook.
- 3. Exams:** This course consists of four examinations given on the date listed on the syllabus. The purpose of each examination is to assess your understanding of the material presented. Each exam will consist of two parts: identifications and short answers. These exams will cover materials discussed during the lecture as well as the assigned primary and secondary sources. While I am not grading you on exact

dates, I will for chronology, the order in which particular events occurred. I will give you a study guide approximately one week before the date of the examine. This does not preclude you from taking notes, however. On the day of the examination, you must bring a blue book with you to class. These are available for purchase in the bookstore. Please make sure that you bring one with you, as I will not have any extras. When you have completed the exam, you will need to turn in both the blue book and your copy of the exam. These exams, including the final, will not be cumulative. They will only cover the material from the last exam forward.

4. **Image Analysis:** One of the most important primary sources for a historian is images contemporary to the period. These provide the scholar with a unique perspective for understanding and interpreting past events. During the course of the semester, you will be given three images, uploaded to Canvas, relating to the course and in a 3-4, page paper analyze the image. Grades for these assignments will depend on how well you discuss the content of the image and connect it to the course readings and the larger historical context. Due dates for the assignments are listed on the syllabus and are to be uploaded to Canvas on the day they are due. If you have a viable reason to request an extension please let me know at least a day before the analysis paper is due. (If you have any questions regarding this assignment please either email me or come to my office before the assignment is due to discuss it.)
5. **Film Questions:** Throughout the semester various films will be shown in class. On Canvas I will post a set of questions relating to each film. You are to answer each one on Canvas by the due date designated in the syllabus. Because the films are available online missing class will not excuse you from doing the assignment. Moreover, late work will not be accepted so please be sure to get your answers submitted in time.

### Course Materials:

1. **Textbook:** *History of the Twentieth Century World (1900-1945) Vol. 1* by P. K. Nayak is available in the bookstore if you would like to purchase it. It might be helpful in trying to organize the information. However, the readings listed on the syllabus are required and will be available on Canvas. I recommend that you print these out. Doing so, will make it much easier for
2. **Images Analysis:** These images are listed on the syllabus and will be available through Canvas. The first class I will discuss how you interpret and contextualize an image. The day they will be available on Canvas and the date they are due are listed on the syllabus. If you have any trouble accessing this material, please let the instructor know **ASAP**.

3. **Notebooks and Writing Utensils:** Successful navigation of this course requires accurate note taking during the lectures and when reading the supplemental materials. Successfully passing this course requires the ability to differentiate between extraneous information and key concepts and ideas. Therefore, I expect you to come to class with a notebook and a writing utensil to take notes.
4. **Blue Books:** Blue books are required for the scheduled examinations as well as the final exam. These are readily available in the bookstore.

### Course Policies:

1. **Electronics:** This course follows the old school philosophy of learning in a college course. Therefore, during the duration of the class, all electronics, including laptops and cell phones, students should have their phones and laptops off and stowed away for the duration of the class. Several recent studies have demonstrated students learn and retain information better when taking notes and writing them in a notebook. Moreover, constantly checking your cell phone and email and social media is distracting to your fellow students and the instructor. Furthermore, it is simply rude and will not be tolerated.
2. **Attendance/Tardiness:** Since this is a lecture-based course and your participation is a factor in your final grade, it is imperative that you attend class each week at the scheduled time. Attendance is taken every time class meets. You are allowed three unexcused absences (but not quizzes, so I suggest using these wisely) over the course of the semester. Anything after these will have an adverse effect upon your participation grade. If you are not in class, then you cannot participate. If you have an excused absence, you must let the instructor know at least an hour before class starts. While this will not count towards your allotted number of allowed absences, please note that it will still affect your quiz grade. With the understanding, that many students are under time constraints I will allow you to arrive to class ten minutes after the course has begun. Please note, if you arrive ten minutes late to class you will not be allowed to take the reading quiz for that class. After ten minutes, the doors are shut and you will not be allowed to enter and will be given an unexcused absence for that particular class.
3. **Contact:** You can contact me through either email or Canvas. You may also speak with me during the posted office hours. If you would like to meet with me to discuss aspects of the course material and cannot meet at the appointed times, please send me an email so that we can work out a time that works. Though I check my email frequently, please allow 24-48 hours for a response to your inquiry. (I will answer most emails well before this time.) Moreover, I maybe, from time to time in the library working materials related to the course, as well as

other items. If you see me in the library, or Starbucks on campus and you have a question related to the course, please do not hesitate to ask.

- 4. Late Work/Make Up Exams:** Late work will not be accepted. The reading quizzes will not be made up. Make up exams will not be given without a valid reason illness (accompanied by a valid Dr.'s excuse), death in family, car accident etc.) as to why the student missed the exam.

**Successful Course Navigation:** I expect you to arrive to class each day having done the required reading. Although this is a lecture-based course, the lecture portion is designed to work in tandem with the readings in the textbook and assigned primary source readings. Passing the exams requires the student to keep up with the readings and attend the class lectures. If you have any questions relating to the readings do not hesitate to contact me. If you keep up with readings and do the assignments, participate in class, and take notes during the lecture and discussion sections of the class, then you should do fine on the course exams.

**Plagiarism:** Plagiarism is a very serious issue and will be dealt with accordingly. Akin to theft, plagiarism falls into two broad categories: intentional and unintentional. Intentional plagiarism constitutes the willingness of an individual to claim sole authorship of another individual's written work. Unintentional plagiarism occurs when an author disregards proper citing procedures. The best piece of advice regarding avoiding plagiarism is to cite everything, especially if you are unsure whether or not you should. The following websites provide additional information concerning plagiarism: Duke University Plagiarism Tutorial <https://plagiarism.duke.edu/def/>, UNCG Defines Plagiarism: <https://osrr.uncg.edu/academic-integrity/violations-and-sanctions/plagiarism/>, UNCG'S Academic Integrity Policy: <https://osrr.uncg.edu/academic-integrity/>

**Academic Accommodations:** While every effort is made to make accommodations for every student's needs, it is not possible to attend to all. Therefore, all disabilities should be register with Office of Accessibility Resources and Services (OARS). The friendly and knowledgeable staff will work with you to ensure that you receive the necessary accommodations. The following link provides information regarding the services offered by OARS as well as way to contact them: <https://ods.uncg.edu/>

**Further readings:** If you are interested at any point in the semester about learning more about some the people, places, and events discussed in this course, please feel free to send me an email and I will provide you with a list of books to further your interest.

## **Class Schedule**

**Class 1 January 14, 2019:** Course Logistics; Where do we start when studying the history of the 20<sup>th</sup> Century? Analyzing an Image, Interpreting a Source (Canvas)

### **Book I. Europe at the Dawn of the 20<sup>th</sup> Century**

**Class 2 January 16, 2019:** “Nations, Numbers and Structures: Global Interconnectedness at the Dawn of the Twentieth Century” Roberts pgs. 39-81 (Canvas)

**Class 3 January 21, 2019: Martin Luther King Day (No Class)**

**Class 4 January 23, 2019:** “Empires and Imperialism” Roberts 82-110 (Canvas)

**Class 5 January 28:** “World Hegemony” Roberts The Penguin History of Europe (Canvas)

**Class 6 January 30, 2019:** “International Order and Disorder” Roberts The Penguin Guide to the History of Europe (Canvas) (Study Guide on Canvas)

**Class 7 February 4, 2019:**  
Drifting Sands: “A World on the Precipice of Change” Roberts 111-137;

**Class 8 February 6, 2019:** Exam I

### **Book II. The Old Order Triumphant**

**Class 9 February 11, 2019:** “European Exceptionalism” Roberts 141-174 (Canvas)

**Class 10 February 13, 2019:** “Europe as a System of Power” Roberts 175-206 (Canvas)  
Image Analysis I (Canvas)

**Class 11 February 18, 2019** Challenges and Challengers in the Making” Roberts 207-237 (Canvas) Study Guide (Canvas)

**Class 12 February 20, 2019** “The Great War and the Beginning of the Twentieth Century” Roberts 238-269 (Canvas)

**Class 13 February 25, 2019:** Exam II

### **Book III. Age of Anxiety**

**Class 14 February 27, 2019:** Film; Image Analysis I Due

**Class 15 March 11, 2019:** “A Revolutionary Peace” Roberts 271-303; Film Questions on Canvas Due (Study Guide Questions on Canvas)

**Class 16 March 13, 2019** “Years of Illusion” Roberts 304-338

**Class 17 March 18, 2019:** Exam III

#### **Book IV. War: Death of the Old Order**

**Class 18 March 20, 2019** An Emerging Global History” Roberts 339-377 (Canvas)

**Class 19 March 25, 2019:** The Great Depression and the Rise of Fascism (Canvas)

**Class 20 March 27, 2019:** “The Path to World War” Roberts 378-410 (Canvas)

**Class 21 March 29, 2019:** “The Second World War” Roberts 410-433 (Canvas)

**Class 22 March 31, 2019:** The Holocaust (Canvas) Image Analysis II (Canvas)

**Class 23 April 1, 2019:** Film Histories of the Holocaust - Dachau: State Within A State; Study Guide for Exam Posted to Canvas

**Class 24 April 3, 2019:** Film: Histories of the Holocaust- Dachau: Liberation and Retribution

**Class 24 April 8, 2019** Exam IV

#### **Book V. A New World Order Emerges**

**Class 25 April 10, 2019:** Film Death Camp Treblinka-Survivor’s Stories; Image Analysis II Due

**Class 26 April 15, 2019:** “Appearance and Reality” Roberts 435-456”; Questions for Dachau Films are Due on Canvas

**Class 27 April 17, 2019:** “The Cold War Unrolls” Roberts 457-493; Image III (Canvas)

**Class 28 April 22, 2019:** “East Asia Reshaped” Roberts 494-520; Film Questions on Treblinka Due on Canvas

**Class 29 April 24, 2019:** “Africa and the Near East: Old and New Problems” 521-552

**Class 30 April 29, 2019:** Last Day of Classes; Questions Regarding the Final Exam; Suggestions to Improve the Class; Image III Analysis Due

**Class 31:** Final Exam TBA

