



Pablo Picasso

History 217-02: The World in the 20th Century

Meeting Time: Asynchronous Online

Instructor: Connor Harney

Office Hours: By Request M-W-F either Zoom/Email

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Course Description



The late historian Eric Hobsbawm called the twentieth century a short century, as opposed to the Long Nineteenth Century that preceded it. For him, it was an Age of Extremes that tested the mettle of global capitalism and liberal democracy through a series of world wars, economic slumps, revolutions, and decolonialization. This worldwide reckoning was in many ways a response to the long-term project to remake the world ushered in by the Age of Revolutions began in the late eighteenth century. With these revolutions came a series of intertwined historical movements that helped make the modern world as we know it—the creation of a world capitalist system, the expansion of political democracy, industrialization, and the scramble by Europeans to colonize the rest of the globe. All these often-contradictory movements helped set the stage for the Short Twentieth.



While an observer at the turn of the century may not have seen the coming storm, by the end of 1914, the terror of total war clarified any doubt that a new world was emerging from the old. Forged in the crucible of war, Communism and Fascism arose as a challenge to challenge the hegemony of liberal democracy and capitalism. In the colonial world, hopes that colonial wartime sacrifice would equate to a return of sovereignty were dashed by the reaffirmation of European domination in the interwar years. A slight that proved particularly shocking, given the emphasis paid to national self-determination in the plans for the postwar order. Despite the proclamation of peace from the Palace of Versailles in Paris, the years between the First World War and the Second were anything but harmonious. Countries still rebuilding fought civil wars over the future of their nations, while in the colonial world the seeds for national liberation movements were firmly being planted at the same time that other countries sought to realize their larger imperial ambitions.



Later, as the Great Depression ground the gears of global industry and commerce to a halt, the economic crisis provided further fuel to movements against the status quo already on such shaky ground. The orthodoxy of classical political economy was confronted as it became clear that non-intervention was no longer an option, that is, if liberal democracies were to avoid a Fascist putsch or Communist revolution. In spite of these efforts, another worldwide war was officially declared in 1939 with the German invasion of Poland (though, this by no means was the first act of Nazi aggression). While the war reminded the world of the capacity to kill that mass production provided, it also introduced an even darker side of modern rationality through the Holocaust, which saw Nazis and their collaborators butcher the Jews and other “undesirables” of Europe on an industrial scale with bureaucratic efficiency. This magnitude of violence was not relegated to Europe. In 1945, the United States simultaneously helped end the war and inaugurated the Atomic Age when bombs wiped the Japanese cities of Hiroshima and Nagasaki off the map.



After over two decades of blood and fire, it should be no surprise that those that shaped the postwar order tried to do what their predecessors could not after the “War to End All Wars”—forge a lasting peace. We will end the class looking at the world the architects of peace sought to build from the ashes of the old along with the repercussions that reverberate from that moment to this day.

Student Learning Outcomes

C9. Global Engagement and Intercultural Learning through the Humanities

Courses in this competency provide students with knowledge and critical understanding of similarities and differences across world cultures over time and emphasize the development of global perspectives and skills to engage cross-culturally.

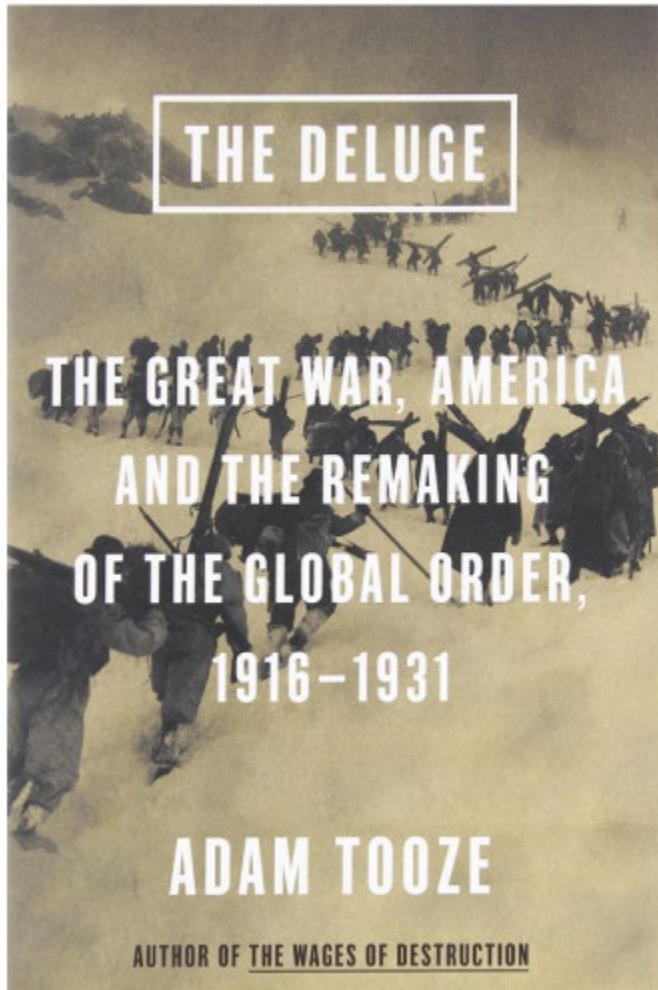
Upon successful completion of this global engagement and intercultural learning through the humanities and fine arts OR through the social & behavioral sciences course, students will:

- I. Describe dynamic elements of different cultures. These elements may include (but are not limited to) aesthetic systems, communication systems, economics, physical environments, ethics, gender norms, geography, history, politics, religious principles, or social beliefs, norms and practices.
- II. Explain how similarities, differences, and connections among different groups of people or environmental systems affect one another over time and place.

Course Specific Outcomes

- I. Conduct research by consulting academic resources like journals, professional monographs, etc. alongside available accessible primary source documents.
- II. Construct a historical argument based on their interpretations of primary and secondary sources from Africa, the Americas, Asia, and Europe since the nineteenth century.

Required Texts and Other Media



The Deluge: The Great War, America and the Remaking of the Global Order: 1916-1931 by Adam Tooze



Red Star over the Third World by Vijay Prishad

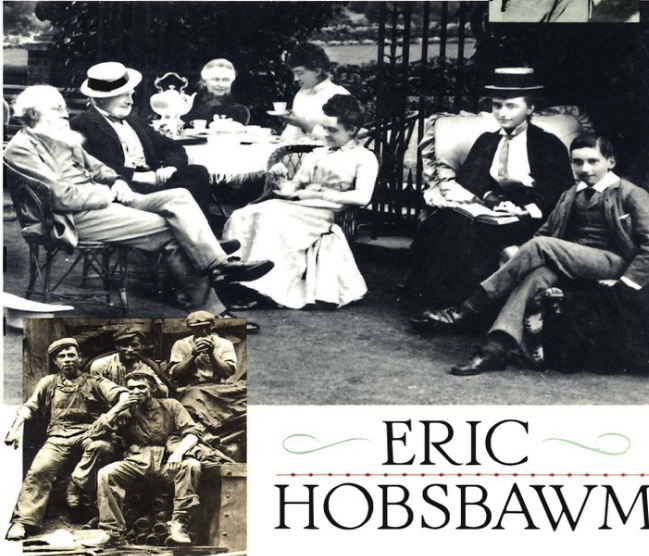
The text is available through the bookstore and through any major online booksellers.

While the two above texts are required, I do also recommend that if you prefer physical medium for reading that you pick up a copy of this book as well.

"ITS SHEER POWER AND ELOQUENCE WILL MAKE THIS BOOK A CLASSIC."
—NEAL ASCHERSON, *SUNDAY OBSERVER* (LONDON)

THE AGE OF EMPIRE

1875 - 1914



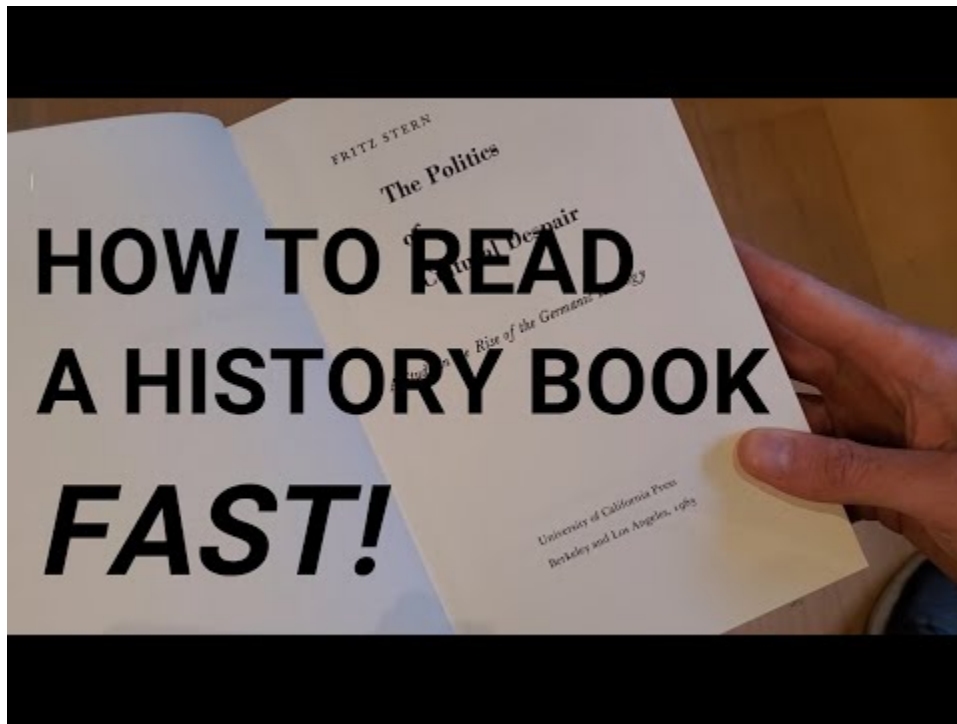
***The Age of Empire: 1875-1914* by Eric Hobsbawm**

Again, this is just a recommended text, as we will only be reading excerpts from it for the first few weeks of the course to help illustrate how the long nineteenth century helped set the scene for the short twentieth century. The book is typically available for under ten dollars from sites like ThriftBooks.

Reading Guide

W. Caleb McDaniel has put out a guide "[How to Read for History](#)". I recommend you look over before you begin your readings for the semester. There are strategies contained in it that will help you read efficiently while getting the most from it.

For those of you who are more visual, Dr. Doug Campbell has created a video that outlines strategies for reading history texts that is short and incisive:



See the module below for help with reading primary documents. However, here is a quick excerpt E.P. Thompson that I think speaks to what we can get from engaging with primary sources:

"That dead, inert text of his evidence is by no means 'inaudible'; it has a deafening vitality of its own; voices clamour from the past, asserting their own meanings, appearing to disclose their own self-knowledge as knowledge. If we offer a commonplace 'fact' - 'King Zed died in 1100 A.D.' - we are already offered a concept of kingship: the relations of domination and subordination, the functions and role of the office, the charisma and magical endowments attaching to that role, etc.; and we are presented with these not only as an object of investigation, a concept which performed certain functions in mediating relationships in a given society, with (perhaps) several conflicting notations of this concept endorsed by different social groups (the priests, the serving-girls) within that society - not only this, which the historian has to recover with difficulty, but also this evidence is received by the historian within a theoretical framework (the discipline of history, which itself has a history and a disputed present) which has refined the concept of kingship, from the study of many examples of kingship in very different societies, resulting in concepts of kingship very different from the immediacy, in power, in common-sense, or in myth, of those who actually witnessed King Zed die."

Historical Skills Module

In the interest of helping you better understand how to think and write like a historian, I've included a selection of six videos under the module historical skills. While you will not be discussing these videos, the skills outlined in those short videos will help you in researching and writing your final paper, which is a large

percentage of your final grade. For that reason, I highly recommend that you have watched them by the sixth week of the semester. I will also provide extra credit which will be applied to your final discussion grade for completing an assignment related to the module.

Here is the [link](#) to the module

Course Activities

Essay Proposal	10%	Due February 18
Annotated Bibliography	20%	Due March 18
Final Paper	30%	Due April 16
Discussion Board	40%	

- **Essay Proposal:** Students will create a proposal for a research project based on some of the major themes encountered over the course of the semester i.e. slave labor, wage labor, capitalist development, pre-capitalist modes of production, consumerism, paternalism, etc. This proposal should take up a particular question that the student would like to answer through the remainder of class. While students are not expected to have all of their sources accounted for at this juncture, you should have an idea of what **KINDS** of sources you might use to help answer your inquiry. *Proposals should be at most two pages long including a paragraph that describes your question and why you want it answered. The proposal will also include a list of sources you might use and how you plan to proceed with your research.*

COMPARING Scholarly & Popular SOURCES

Written by scholars or researchers in academic or technical fields



Written by journalists and other professional writers

Presents theory, analysis, application, or practice as a result of original research and experimentation



Covers general interest topics like current events & popular culture as a result of research & journalistic investigation

Written for a specialized audience using vocabulary & language from the discipline



Written for a general audience at an accessible reading level

Articles are reviewed by a publication editor in addition to being peer-reviewed by experts in the field



Articles are reviewed by an editor & often go through a fact-checking process before publication

Formal citations, such as footnotes, a bibliography, or reference page, are almost always present



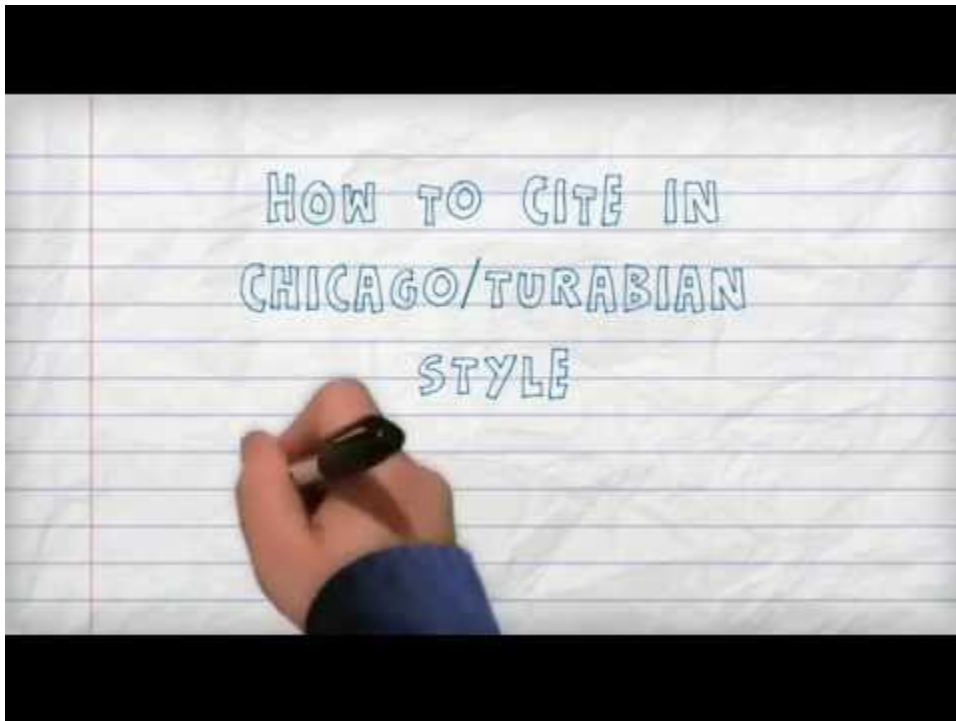
Formal citations are not usually given; sources may be cited indirectly (or linked to in online journalism)

The writing, editorial, & publication process take a long time; coverage of current events & new developments lag by about a year



Popular sources are published daily, weekly, or monthly; online publications may even update hourly; current events have good coverage

- **Annotated Bibliography:** Building on their proposals, students will have collected 3 secondary sources and 2 primary sources that they will use to write their paper. You will then create a bibliography in which each entry has two short paragraphs of 4-6 sentences of annotation in which you will achieve two ends: 1) summarize the source including a critique of that source, meaning what problems could there be in using it as evidence 2) explain how that source could be used to answer your research question i.e. does it affirm your original thoughts or contradict? Does it lead to new questions?, etc. *Annotated Bibliographies should be at most 5 pages double-spaced using a 12-point font. Sources will be cited using Chicago Manual Style: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html (Links to an external site.)*
- **Final Paper:** This will be the culmination of all of the research that students have done over the course of the semester. Students will submit papers that have a clear thesis supported by evidence that attempts to answer their research questions. *Keep in mind that you will receive more detailed instructions in the form of a rubric closer to the paper's due date. Papers will be 5 pages double-spaced using 12-point font. The paper will be footnoted using Chicago Manual Style (this video shows how to format and insert notes HOWEVER I want footnotes not end notes as demonstrated):*



- **Discussion Board:**

- Discussion board posts will be due every Friday. Students are expected to take part in discussions with their fellow students. They will center around the readings for that week. The goal is to come together to answer any questions about the text, highlight key ideas, and contextualize it within the larger framework of the course. *Students are expected to start two threads in which they submit a passage from the text that they highlighted and why. Additionally, this post will include two question derived from their reading of that passage. **THIS WILL BE DONE FOR ALL SOURCES REQUIRED FOR THAT WEEK.** On top of this initial posts, students will be required to respond to four other students questions. Your answer should explain with evidence from the text or previous texts, why you answered in the way you did. Discussion boards will open each Friday and close the following Friday at 6 PM.*
- Since we do not meet physically for this course, it is even more important for students to participate in class activities. In the context of this class, that means weekly discussion boards. While you will be receiving credit for completing the assignment, you will also be monitored for quality of participation in those discussion. *Your posts should be well thought out and engage critically with the reading of that week. Questions should be open-ended to stimulate conversation, meaning they should not be able to answered in a simple yes or no. Responses to other students should be held to the same standard. One sentence answers will not garner full credit for participation. **A fuller explanation of expectations will be included in the discussion board descriptions, please see those or contact me with any further questions.***

Academic Resources

UNCG provides a variety of useful services for you, the student. Check them out!

- The UNCG Writing Center (<https://writingcenter.uncg.edu/> (Links to an external site.)) provides assistance with writing assignments; contact staff members to set an appointment either in person or via instantmessaging.
- The UNCG Speaking Center (<https://speakingcenter.uncg.edu/> (Links to an external site.)) provides assistance in improving your skill and confidence in public, group, and individual speaking.

- If you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS) (<https://ods.uncg.edu/> ([Links to an external site.](#))). I prioritize making this course accessible to all of the students in it, and I will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to me or your TA to receive accommodations.

Academic Integrity

The University of North Carolina at Greensboro prohibits any and all forms of academic dishonesty. It is the student's responsibility to know what constitutes academic integrity and academic dishonesty, and to be familiar with UNCG policies on academic integrity laid out here:

<https://sa.uncg.edu/handbook/academic-integrity-policy/> ([Links to an external site.](#))

. Students who engage in an academically dishonest act (such as plagiarizing part of a paper or cheating during an exam) will receive a grade of "F" in the course and be reported to the Academic Dean for possible additional disciplinary action, including expulsion from the university. Do not attempt it.

Contacting Me

I encourage you to meet with me at my office hours or at another arranged time. You can also ask me questions by email. Please allow me a full day to respond (or two on the weekends), but I'll usually reply sooner.

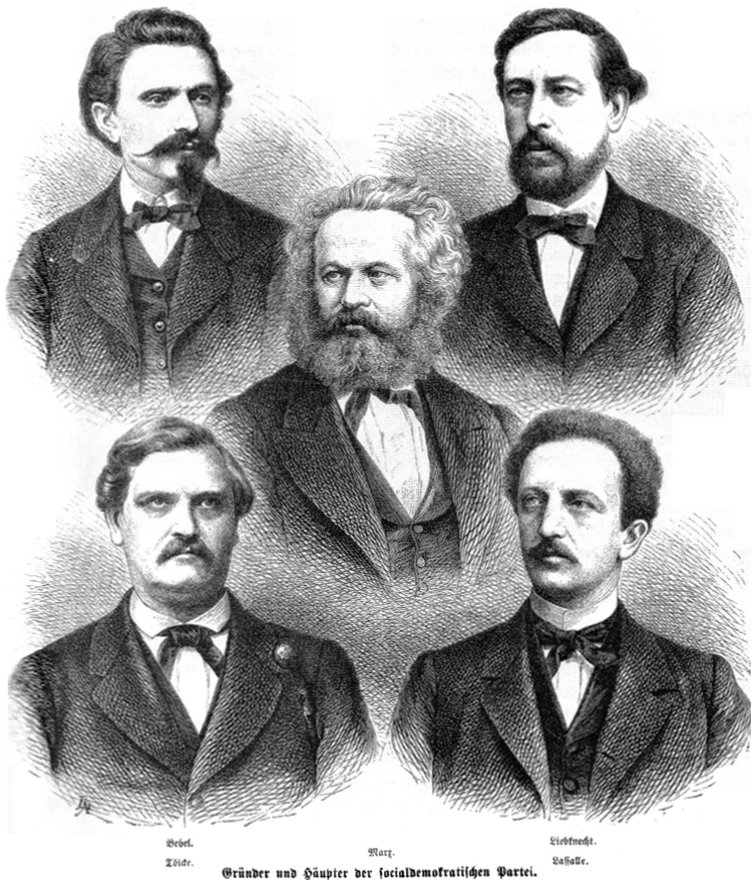
Part One: Getting Our Bearings, Setting Our Course:



Week 1

January 10-14: The Historian's Workshop: Read introduction and the first chapter to [*the Historian's Craft*](#) by Marc Bloch

Week 2



January 18-21: The Politics of Democracy in the World that Empire Built: Read the chapters ["The Age of Empire"](#) and ["the Politics of Democracy"](#) from *The Age of Empire* by Eric Hobsbawm

Workers of the World: the Masses Enter the Parliamentary Arena: Read the chapter ["Workers of the World"](#) from the Age of Empire and the section ["The Class Struggle"](#) (which is section V) of *The Class Struggle (Erfurt Program)* by Karl Kautsky

Week 3

January 24-28: The "Bourgeois" Nation in a Global Capitalism: Read chapters ["Waving Flags: Nations Nationalism"](#) and ["Who's Who or the Uncertainties of the Bourgeoisie"](#) from *The Age of Empire*

Last Cracks in the *Ancien Régime*: The 1905 Revolution in Russia: Read chapters 1-3 of *The Revolution of 1905: A Short History* by Abraham Ascher. Available as an [e-book](#) through our library. Here is a PDF of [chapters 1-2 and part of chapter 3](#) and [another that covers the rest of chapter 3 and 4](#).

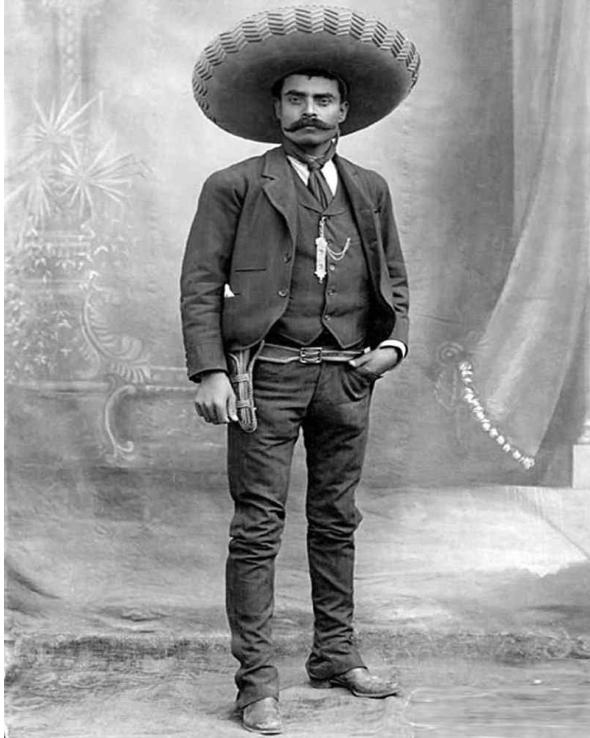
Part Two: War and Revolution



Week 4

January 31-February 4: The End of 1905: Read chapter 4 of *The Revolution of 1905* that we read last alongside chapters 11 through 20 (they are short chapters) of *1905* by Leon Trotsky. Available as an [e-book](#) through the library.

Week 5



February 7-11: Revolution Comes to the Americas: The Mexican Revolution:
Read chapter ["Elite Crisis and Mass Mobilization, 1910-1914"](#) from *Revolutionary Mexico: the Coming and the Process of the Mexican Revolution* by John Hart and watch the documentary [Mexico: Revolution and Rebirth](#) through chapter 13

The Mexican Revolution From Below: Read chapter and ["Class Confrontation, American Intervention, and Workers' Defeat, 1914-1916"](#) from *Revolutionary Mexico* and the article ["Against the Rules: Collective and Individual Resistance on the Ferrocarriles Unidos de Yucatan, 1910-1935"](#) by Jeffrey Bortz

Reminder that the historical skills extra credit is due Friday February 11 at 6 PM

Week 6



February 14-18: Setting the Scene for the Great War: Read chapters "War in the Balance" and "Peace without Victory" from *The Deluge* along with the Woodrow Wilson's ["Peace without Victory"](#) speech from 1917.

War on the Eastern Front: Read the chapters "The War Grave of Russian Democracy" and "China Joins a World at War" from *The Deluge* along with ["The April Theses"](#) by Vladimir Lenin

Reminder that your essay proposals are due on February 18 by 6 PM

Week 7

February 21-25: The Russian Revolution and the Aftermath of Red October: Read chapter ["1917: The Revolutions of February and October"](#) from *Russian Revolution* by Sheila Fitzpatrick and "Eastern Graves" and "Red October" from *Red Star over the Third World*

Fighting for Peace: Read chapters "Making a Brutal Peace," "The World Comes Apart," and "Intervention" from *The Deluge*

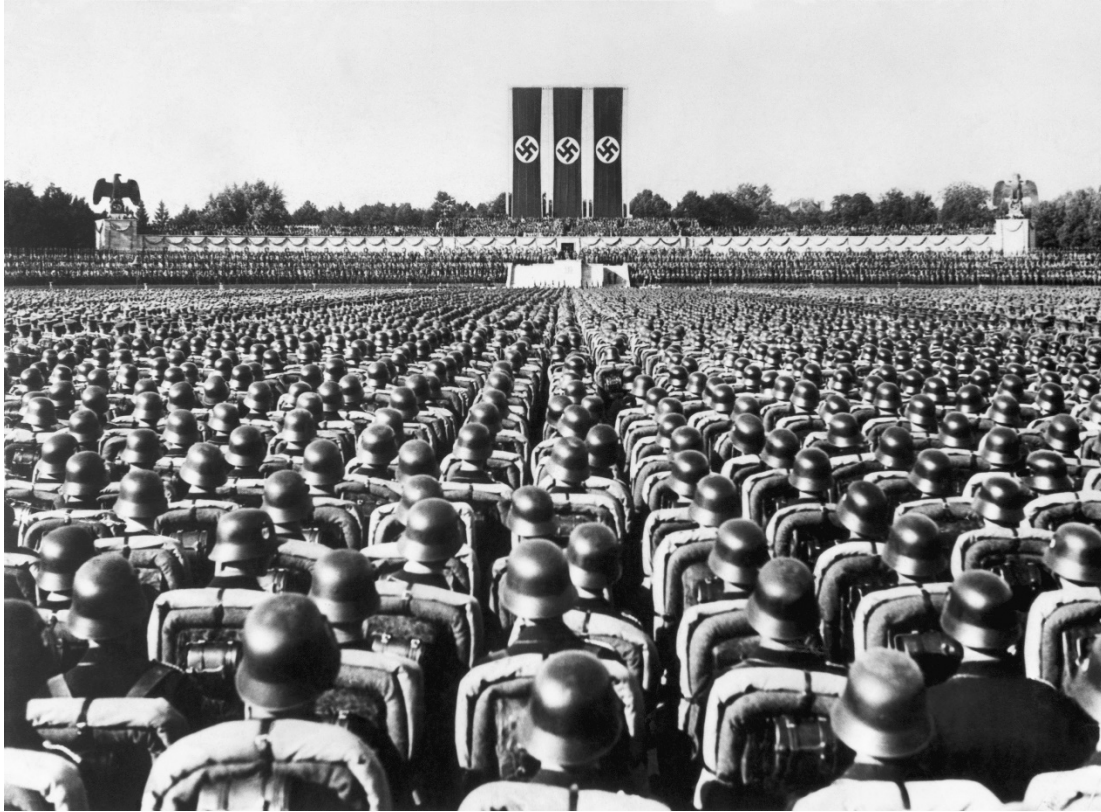
Week 8

February 28-March 4: Forging a Fragile Peace: Read chapters "A Patchwork World Order," "The Truth About the Treaty," and "Reparations" from *The Deluge* along with Wilson's ["Fourteen Points"](#) and ["List of Claims of the Annamese People"](#) by Ho Chi Mihn

Wilsonianism in Practice: Read chapters "Compliance in Europe," "Compliance in Asia," and "The Fiasco of Wilsonianism" from *the Deluge*



Week 9



March 15-18: Whither Interwar Internationalism?: Read chapters "Europe on the Brink," "The New Politics of War and Peace," and "the Great Depression" from *The Deluge*

The Anatomy of Fascism: Read chapters 1 and 2 of *The Anatomy of Fascism* by Robert Paxton. This is available as an [ebook](#) through archive.org and as an [ebook](#) through our library (this version can only be accessed by one student at a time). Read ["The Doctrine of Fascism"](#) by Benito Mussolini

Reminder that your annotated bibliographies are due March 18 at 6 PM

Week 10



Pl. 179 — PLANTATIONS DES TERRES ROUGES, PLANTATION DE QUAN-LOI — Usine

March 21-25: Colonial Corruption and the Cuban Revolution of 1933: Read chapters "The Creation of the Republic" and "Failure of the Republic" from *Cuba 1933: Prologue to Revolution* by Luis Alguiar, which is available through the library as an [e-book](#). Read also the chapter "[To Relieve the Misery](#)" from *Worker's Control in Latin America, 1930-1979* by Jonathan Brown

The Beginning of a Long Anti-Colonial Struggle in Vietnam: Read the chapter "[The Making and Unmaking of a Revolution, 1930-46](#)" from *War and Revolution in Vietnam* by Kevin Ruane and the memoir [The Red Earth](#) by Tran Tu Bihn.

Week 11

March 28-April 1: The Spanish Civil War: Read [Part I](#) of *The Spanish Civil War: Revolution and Counterrevolution* by Burnett Bolloten. Watch chapters 1-9 of the documentary [Escaping Franco](#)

Part Four: The Second World War and Making a Postwar World?



Collision Course Toward War in the Pacific: Read Part I of the book [Japan's Last War](#) by Saburo Ienaga along with the chapter "[Passive Resistance](#)" from *Under the Black Umbrella* by Hildi

Week 12



April 4-8: China in World War II: Watch the documentary [WWII: China's Forgotten War](#) and read [On Protracted War](#) by Mao Tse-tung



Partisan Ruptures in Yugoslavia: Read the chapters ["A Brief Outline of the End of the Kingdom of Yugoslavia and the Partisan Beginnings of World War II"](#) and ["Partisan Rupture I: The People's Liberation Struggle"](#) from *Partisan Ruptures* by Gal Kim and Alec Brown's selection of ["Diaries from the Yugoslav Liberation"](#)

Week 13

April 11-15: The Role of Africa in the Second World War: Read the [introduction](#) to *Africa and World War II* edited by Judith Byfield, Carolyn Brown, Timothy Parsons, and Ahmad Sikainga

African Colonial Coercion, Conflict, and Anti-colonial Resistance during World War II: Read the articles from "[Free to Coerce](#)" by Catherine Ash, "[Africa's 'Battle for Rubber' in the Second World War](#)" by William Clarence-Smith, and "[Sudanese Popular Response to World II](#)" by Ahmad Sikainga from *Africa and World War II*

Reminder that your final papers are due before midnight on April 17

Week 14



April 18-22: The Best War Ever?: Read chapters ["The American War Machine"](#) and ["Overseas"](#) from *The Best War Ever* by Michael C.C. Adams along with the chapters ["The War at Home"](#) and ["Toward the Automatic Factory"](#) from *Forces of Production* by David F. Noble

The Fog of War: Watch part of Errol Morris' documentary [The Fog of War](#) (from 24:38 to 43:33). Read chapters 9 and 10 of [Slaughterhouse-Five](#) by Kurt Vonnegut

Week 15

April 25-29: Yalta, Potsdam, and the Bomb: Read the article ["Adherence to Agreements: Yalta and the Experiences of the Early Cold War"](#) by Melvyn Leffler and Chapters 17-20 from [The Decision to Drop the Bomb](#) by Gar Alperovitz

The Legacy of Nuremberg: Watch the Part I: "On The Desperate Edge of Now" from the documentary *The Living Dead* by Adam Curtis

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BBC

A black and white photograph showing a long, straight path or road cutting through a field of crops. In the distance, a large, light-colored building with three swastika symbols on its facade is visible. The sky is overcast.

THE LIVING DEAD

Three films about
the power of the past

By Adam Curtis