

HIST 213 (008): The Twentieth Century World
Spring 2017

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Office Hours:
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Wednesday/Friday 10:00-11:25
KUPF 105
Wed/Friday 1:00 – 3:30pm or by appointment
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Course Description: This course uses case studies to provide an interdisciplinary view of the 20th-century world. Selected literary, philosophical, and artistic movements are discussed in the context of the major historical developments and social movements of the century. This course satisfies three credits of the **General University Requirements (GUR) in Cultural History**.

Goals: The goal of this course is to introduce students to the practice and methodology of historical thinking (change over time). Additionally, this course aims to develop, reevaluate and challenge critical thinking skills. Critical thinking is defined as “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning or communication, as a guide to belief and action.” In this course, students will use historical and critical thinking to analyze, synthesize and create knowledge concerning the major thematic movements of the world during the twentieth century. Through this process, knowledge will be acquired and disseminated into a communicative format (verbal or written) to circulate among colleagues and move knowledge acquisition forward. For more information on Critical Thinking (<http://www.criticalthinking.org/>) and more information on Historical Thinking (<http://historicalthinkingmatters.org/>).

Learning Objective:

1. To have concrete knowledge of the historical practice and methodology employed by students of historical thinking.
2. To acquire a practical approach to reading and analyzing historical text.
3. To develop a methodology for interrogating interpretive approaches and biases in secondary sources.
4. To demonstrate information literacy using appropriate source material, original research, and the ability to cite properly.

Required Texts:

Findley, Carter V. and John A.M. Rothney. *Twentieth Century World and Beyond*. Seventh Edition. Belmont, California: Wadsworth, Cengage Learning, 2011. (ISBN: 978-0-547-21850-2)

Various Articles: Primary documents and articles can be found electronically on Moodle. **You are required to bring copies of articles and the textbook to every class.**

Requirements and Grading:

Grades in this course will be based on written assignments (daily questions/responses, book review, midterm/final examination) and class participation (daily comments, in-class work, etc.).

Explanation of Requirements:

15 % Class Participation: You will play a major role in determining the direction of our discussions. Your grade will be dependent on the quality of daily participation (discussion in class, in-class assignments, tests or exams, etc.), your ability to thoughtfully articulate ideas regarding the assigned readings and willingness to engage with your classmates. Hence, attending every class session is a good idea. Repeated absences (2 or more excused/unexcused), lateness or early departure will reflect in your overall grade. Completion of the assigned readings and viewing assigned films, as well as participation in class discussion, is expected. Every class session, you will be responsible for submitting or responding to questions posted in Moodle based on the readings. I will call on students for their views on issues raised in the assignments. If you experience an emergency or illness, convey a message to me **AT LEAST TWO HOURS PRIOR** to class. **It is your responsibility to acquire missed material. Please consult your colleagues for the information you missed. There will be no make-up examinations or quizzes.**

Written Assignments:

Questions and Responses 10%: At least, once per semester, you will be responsible for submitting questions that will start the discussion on Moodle. During the first week of classes, you will sign-up for a day to submit questions. **Questions should be submitted by the “Discussion Starter” by 5:00pm the day before class. Those responding or submitting questions of their own, must submit questions by 8:30am the day of class.** All of your questions should come from the readings. The questions should require some analysis and provoke thought. Additionally, simple or “yes/no” questions should be avoided. Your questions should require a combination of direct response, analysis of information presented in the readings and critical thinking. Your response should be based on assigned readings. A sample list of discussion questions follows below.

1. Explain Keylor’s argument concerning the Europeanization of the 20th Century World? Do you agree? Why or Why not? Use evidence to support your conclusion.
2. What are three reasons for French Imperialism? What is the distinction

between the motivation for French and British Imperialism? How convincing do you find Keylor's argument?

Book Review Paper 15%:

The websites below may aid in the construction of your book review. Follow them as needed to guide your process. You will choose **one** of the six areas/topics listed to find your book. From our interactions, the topic will convert into a smaller project you will research. Above all, **your paper must have an argument/ thesis statement proved throughout the paper.** All papers must be submitted electronically, via Moodle or email. Late papers will not be accepted. The paper length (3-4 pages) does not include the "Work Cited" or "Bibliography" page. If you have trouble with thesis construction, please see me for help.

Topics/Areas for Research Papers

1. 20th Century Western Imperialism's effect on Africa, The Middle East, Latin America or Asia.
2. Economic perspectives and/or the global economy during the 20th century
3. The World – After WWII
4. Revolutionary Wars in the 20th Century
5. The World – At the End of the USSR
6. The Third World Strikes Back – the 1990s.

Writing the Book Review

<http://www.wendybelcher.com/writing-advice/how-to-write-book-review/>
<http://libguides.usc.edu/c.php?g=235208&p=1560694>
<https://owl.english.purdue.edu/owl/resource/704/1/>

Remember, your book must be cleared by the professor. You should plan on meeting with the professor when you have selected a title or when you are searching for a title. You will not be allowed to submit your paper without prior approval. **Book Review Paper is due 2/13 by 6:00pm.**

Midterm 30%: The exam consists of four short identifications, essay and a map. It will cover all material from the beginning of the class. Each identification (IDs) should be at least a paragraph (4-6 complete sentences). Essays should follow the four (4) paragraph structure: Introduction, Body (2 or more paragraphs), and a Conclusion. There will be a review session before the exam. **March 10, 2016**

Final 30%: The exam will be comprised of six short identifications, one essay questions and one map. It will maintain the same format as the midterm. It will cover all material from the midterm forward. There will be a review session before the exam. **May 8, 2017**

(Tentatively)

Feel free to use either MLA (<https://owl.english.purdue.edu/owl/resource/747/01/>) or Chicago Manual of Style (<https://owl.english.purdue.edu/owl/resource/717/01/>). **These are the only formats allowed for your Book Review.**

Grades and Grading:

15% Class Participation
10% Daily Question and Response
30% Midterm
30% Final Exam
15% Book Review Paper (3-4 pages)

Assistance with completion of all Assignments:

A professor's job is to facilitate learning, but your acquisition of knowledge is largely dependent on your effort in a course. It is my belief that academic reading and writing are essential to academic thinking and creating. Students should be prepared for class and utilize the skills previously acquired (and those developed in class) to further their learning, reading and writing process. Writing should be clear and excite passion in the writer. To help you in this process, I am happy to meet, review or discuss any situation that may adversely influence your progress through the course. Additionally, I offer extra credit assignments. *Any student who believes they are in need of assistance for any assignment should contact me immediately.* Be sure to utilize the **Writing Center** (<http://www5.njit.edu/writingcenter/>) and follow the code of Academic Integrity (<http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>)

Note: All work must be typed and must be submitted via email. All assignments are due on respective due-dates by 6:00pm (18:00).

Accommodations:

Students who require accommodations because of a disability should visit and talk to the professor during the first week of class. (<http://www5.njit.edu/studentsuccess/support-services-and-accommodations/>)

Please make sure the professor received your memo of accommodations. It is the student's responsibility to follow-up with me regarding all accommodations that require the professor's participation.

Use of Electronic Devices

Please vibrate or turn-off all cell phones, tablets, and other electronic devices during class meetings. Text messaging during class is unacceptable. **If you need to text or call, please go outside the classroom.** No use of cell phones or texting, Gchatting, Tinder,

Snapchat, Instagram, Facebook, etc. If students cannot conduct themselves without disruption, I will disallow computers in the classroom. Anyone who wishes to use a laptop must sit in the front row of the classroom. If you are found texting during class, you will be penalized. If your cell phone rings during class, you will be penalized. This policy applies to everyone during class time and is made to make our brief time together productive.

Code of Conduct:

In our class, one of our Community Agreements is to respect for difference of opinion, schools of thought and each other. Plagiarism and other forms of academic dishonesty are unacceptable. To submit any work in this class, you are required to complete the examination form the University of Indiana on plagiarism by **1/27/2017**. Your certificate must be **emailed** to me by 1/27/2017 at 6:00pm. **If you do not submit the certificate, you will not be allowed to sit for any examination and take an absence for that day.** <https://www.indiana.edu/~academy/firstPrinciples/certificationTests/index.html>

Late assignments are not accepted.

Note: In the case, that an emergency prevents you from finishing an assignment by the deadline, students must bring a documented excuse. All papers should be submitted electronically.

Grading Rubric:

A – Papers and assignments that earn an “**A**” demonstrate a thorough examination of the subject, are free of spelling and grammatical errors, and are written and organized in a way that communicates the information clearly. Class participation that earns an “**A**” includes thoughtful comments that assess materials presented in class, the readings, and your colleagues’ thoughts, in the classroom and on the discussion board. On exams, papers or other assessments at least 90% of the information provided will be correct. The class work presented, as a whole, will be excellent in every aspect.

B – Papers and assignments that earn a “**B**” demonstrate a good examination of the subject, are relatively free of spelling and grammatical errors, and are written and organized in a way that communicates the information clearly. Class participation that earns a “**B**” includes thoughtful comments that assess materials presented in class, and the readings, or your colleagues’ thoughts, in the classroom and on the discussion board. On exams, papers or other assessments, at least 80% of the information provided will be correct. The class work presented, as a whole, will be above average in every aspect.

C – Papers and assignments that earn a “**C**” demonstrate a fair examination of the subject, *may have some* spelling and grammatical errors, and the information presented may be

disorganized and lack clarity. Class participation that earns a “C” includes some thoughtfulness in comments about materials presented in class, the readings, or your colleagues’ thoughts, in the classroom and on the discussion board. On exams, papers or other assessments, at least 70% of the information provided will be correct. The class work presented, as a whole, will be average.

D – Papers and assignments that earn a “D” demonstrate minimal effort, a poor examination of the subject, will have some spelling and grammatical errors, and the information will be disorganized and lack clarity. Class participation that earns a “D” includes few or no comments that assess materials presented in class, the readings, or your colleagues’ thoughts, in the classroom and on the discussion board. On exams, papers or other assessments, at least 60% of the information provided will be correct. The class work presented, as a whole, will be below average.

F – Papers and assignments that earn an “F” demonstrate minimal effort, a poor examination and understanding of the subject, will have many spelling and grammatical errors, and the information will be disorganized and lack clarity and may be missing or incomplete. Class participation that earns an “F” includes few or no comments that assess materials presented in class, the readings, or your colleagues’ thoughts, in the classroom or on the discussion board. On exams, papers or other assessments, less than 60% of the information provided will be correct. The class work presented, as a whole, will be well below average.

Course Schedule

1/18: Welcome, Course Introductions, Syllabus, Sign-up Sheets
<https://www.indiana.edu/~academy/firstPrinciples/certificationTests/index.html>

1/20: **The Discipline of History – The Basics**
Discussion: “Thinking Like a Historian” <http://historicalthinkingmatters.org/why/>
Approaches to historical text/learning styles, Citation: The basics;
Viewings:
<https://www.indiana.edu/~academy/firstPrinciples/certificationTests/index.html>

1/25: **Brief and Abridged: History of Europe – Political Formations and Economics of the West**
Discussion: Formation of conflicts among Europeans, maps of Europe, Forms of Government, The Industrial Revolution and Labor before 1900
Readings: Findley: p. xxviii-xxxv
http://www.vlib.us/medieval/lectures/hundred_years_war.html
<http://www.let.rug.nl/usa/essays/before-1800/french-and-indian-wars/>
<http://www.let.rug.nl/usa/essays/before-1800/the-seven-years-war/>

Viewings:

<https://www.indiana.edu/~academy/firstPrinciples/certificationTests/index.html>

1/27: **The World at the Turn of the Century – Part I**

Readings: Findley: Pg. 3–24

2/1 **The World at the Turn of the Century – Part II**

Discussion: The Formation of the Global Empire: The United States, Europe and Globalism

Readings: Findley: Pg. 25-50

Viewings: The Early 1900s: <https://www.youtube.com/watch?v=W4c9jhzoV44>

2/3: **The Great War**

Discussion: Causes of World War I, The Progressive Era

Readings: Findley: Pg. 53-76

Viewings: Black Adder – How did WWI Begin:

<https://www.youtube.com/watch?v=tGxAYeeyoIc>

Black Adder – General Melchett’s Military Tactics

<https://www.youtube.com/watch?v=rblfKREj50o>

2/8: **At the Crossroads**

Discussion: The Russian Revolution, 1914-1918 in Europe and Across the World

Readings: Findley Pg. 77-95

2/10: **The Brokered Peace**

Discussion: The Peace of Paris, Recovery(?) and Never Again

Readings: <http://millercenter.org/president/wilson/speeches/speech-3791>

2/13 Book Review Due By 6:00pm

2/15: **The Roaring Twenties**

Discussion: Return to Normalcy: Government and Politics after the War

Readings: Findley: Pg.97- 113

2/17: **The Depression the World Felt**

Discussion: The 1930s: Nationalism, Global Economics, and Prep for War

Readings: Findley: p. 115-135; (Hitler and Franco)

Viewings: <https://www.youtube.com/watch?v=7X7CMGXAAVo> (Franco)

2/22: **Causes of the World War II**

- Discussion: How Do We Have Another World War?
Viewings: <https://www.youtube.com/watch?v=EiIQhEIR4y8>
<https://www.youtube.com/watch?v=rVsYRv16ySk>
- 2/24: **The Second Great War**
Discussion: World War II
Readings: <http://millercenter.org/president/fdroosevelt/speeches/speech-3315> (FDR)
<http://www.winstonchurchill.org/resources/speeches/1940-the-finest-hour/be-ye-men-of-valour> (Churchill)
Viewings: Der Untergang
<http://moviexk.com/watch-movie-der-untergang-downfall-2004-1479>
- 3/1: **The Second Great War**
Discussion: World War II - Continued
Readings: Findley: Pg. 211-232
- 3/3 **The Asian Continent**
Discussion: India, China and the Middle East
Readings: Findley: Pg. 181-207
- 3/8: **Midterm Review**
3/10: **Midterm**
3/12-19: **Spring Break**
- 3/22: **In America: The 1950s**
Discussion: Economic Solvency/Consumerism, Civil Rights and McCarthyism
Readings: Achter (**Television, Technology and McCarthyism - Moodle**)
Viewings: (Drunk History) <http://www.cc.com/video-clips/y1ulgj/drunk-history-vegas-s-first-desegregated-casino>
- 3/24: **In America: The 1960s The Cold War**
Discussion: The Counter Culture
Readings: Fraterrigo (Betty Friedan - Moodle)
- 3/29: **The Cold War: In the Beginning**
Discussion: The Cold War Formations: Truman Doctrine and the Marshall Plan
Readings: Findley: Pg. 235-246
- 3/31: **The Cold War: Between/In the West and Between/In the Third World**
Discussion: The Cold War influences and Politics in the World
Readings: Findley: Pg. 247-252 (Top of Page)

- Viewings:** Winthrop http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3918
Kennedy - <http://millercenter.org/president/kennedy/speeches/speech-3364>
- 4/5: **The Cold War: Between/In the West and Between/In the Third World**
Discussion: The Vietnam War, The Johnson Administration and 1968
Readings: Findley: Pg. 256 (Foreign Relations and War) - 267
- 4/7: **Moments of Transformation: The Middle East and North Africa**
Discussion: Crisis in the Middle East
Readings: Findley: Pg.359-386
- 4/12: **Revolutions: With and Without Bloodshed**
Discussion: Cold War, Superpowers and the Collapse of the USSR
Readings: Findley: Pg. 269-296
- 4/14: **Good Friday, NO CLASS**
- 4/19: **Portrait in Power: The European Community/Union**
Discussion: Europe after the fall of the USSR
Readings: Findley: Pg. 417-427 (Stop at The United States); 433-438 (top right paragraph); 450 (War and Terrorism) -453
- 4/21: **The 1990s**
Discussion: The United States
Readings: Findley: Pg. 427-432
- 4/26: **At the End of Imperialism: The Middle East**
Discussion: Islam (Progressive/Traditional) and The Middle East and the Question of Peace
Readings: Findley: pg.445-450
Viewings: Omid Safi Talk <https://www.youtube.com/watch?v=J21KxT4mdOk>
- 4/28: Globalization: At the end of the 20th Century and Beyond
Discussion: Global Economy, Market and Technology
Readings: Findley: Pg. 463-497
Viewings: The Drug War in Latin America:
https://www.youtube.com/watch?v=DutKIJ_zIRw
- 5/2 **Final Thoughts**
Discussion: Final Thoughts, Review for Exam
- 5/8 **Final Exam (Tentatively)**

8. Who is your audience?

Tips for Reading Effectively and Efficiently

While reading, ask yourself the following questions:

1. Why did the author give the book or essay this title? The title of an essay or book will often reveal the central theme(s) of the book.
2. Why is this person writing this article or book? What is the author trying to tell me about the subject? This is usually called the “thesis” or the major point that is being made. Carefully reread the title and see if it offers a hint. Then, move onto the first several paragraphs or pages (introduction) and the last several paragraphs or pages (conclusion). In the beginning of the text you will be told what the book or essay is about and in the last pages or paragraphs, the writer will summarize what she/he has just told you.
3. What have other people said about this subject? Usually you will be told this in the beginning paragraphs. If you can’t find it there, again, go to the end.
4. Why are other scholars wrong in their analyses? Scholars will tell you why and in what ways other people are wrong in their arguments on this topic. Think about how the author has situated her/himself in scholarly debates.
5. What is the writer’s evidence for the assertions she/he is making? Keep this in mind, because you want to evaluate whether or not the evidence supports the argument.
6. What types of sources or documents is the scholar using? Does the author use a variety of sources or does she/he rely on the same type of documents? What sources has the author overlooked?
7. What is wrong with this article or what are the weaknesses? Ask yourself if the author’s argument is supported by matching evidence?
8. What is the significance of this work? Why is it important? This is often called the “so what” question. What are the strengths of the author’s argument(s)?