HIST 213 (007):  The Twentieth Century World

Fall 2017

Lisa M Gill, Ph.D.                                              Friday 8:30-11:25

321 Cullimore Hall                                             KUPF 108

Office Hours:                                                      Monday 2-4pm/Friday 2-4pm/by appointment

[gilll@njit.edu](mailto:gilll@njit.edu)                                                      973-596-5737

**Course Description:** This course is an overview of some of the major events and occurrences of the 20th century. We examine the technological, cultural, and political changes that happened throughout the century, including the advances in industry, combat, medicine and some of the circumstances that paved the way for that change.  Additionally, this course is conducted thematically and chronologically 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:**

There is no required textbook in this course. Each week, you will be given articles, primary document, videos, speeches, etc. to prepare for our class. Primary documents and articles can be found electronically on Moodle or sent via email. Items will be listed on the class schedule of the syllabus as well as the discussion board for each class. ***You are required to bring copies of texts 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. During class sessions, I will call on students for their views on issues raised in the readings, viewings and/or 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 and notes from class sessions. There will be no make-up examinations or quizzes.**

**Written Assignments:**

**Questions and Responses 10%:** Once per semester, prior to each class session, you will be responsible for submitting questions, on Moodle, that will “start the discussion.” During the first week of classes, you will sign-up for a day to submit questions. **Questions are submitted by the “Discussion Starter” 24 hours before class.** **Responses or comments must be submitted 2 hours before class by all others.**All questions or comments should be based on the readings or viewings. Questions and responses should require some analysis and provoke thought. 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. An example list of discussion questions follows below.

1. 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?
2. Did the developments in warfare, during the 20th century, change the perception of war as a rite of passage or necessary evil? Did the advances in medicine and nutrition add to this perception? How does required military conscription and "draft dodging" advances these arguments?
3. How did the United States settle into its new role, at the end of WW2, as protector of world peace and world leader? What were some of the advantages for the United States? In its newfound role, would you categorize the United States as aggressor of the Cold War?

**Book Review Paper 15%:**

Your first written assignment will be the completion of an Academic Book Review. Academic Book Reviews are a particular form of writing. You are expected to follow the format for writing an academic review. To aid in your understanding, we will conduct a class session on the process and the requirements nearing the assignment due date. The websites below may also 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. To narrow the topic, it would be helpful for you to meet with me. This will guarantee that your book will be approved. Otherwise, please feel free to send your **academic** **book (written by a historian, not a textbook)**choice for approval. 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://www.wendybelcher.com/writing-advice/how-to-write-book-review/)

[*http://libguides.usc.edu/c.php?g=235208&p=1560694*](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 10/12/2017 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. **October 25*, 2017***

**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.  **December 18*, 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 **9/17/2017**. Your certificate must be **emailed** to me by **9/17/2017** at 11:59pm. If you are having trouble completing the exam, please come and see me for help. **If you do not submit the certificate, you will not be allowed to sit for any examination, complete your Academic Book Review, 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 nor 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**

9/8:  Welcome, Course Introductions, Syllabus, Sign-up Sheets

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

           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>

**\*\*\*\*\* Certificate due 9/17/2017\*\*\*\*\***

9/15: **Brief and Abridged: History of Europe –** **Political Formations and Economics of the West**

Discussion:  Formation of European states and conflicts, maps of Europe;

Forms of Government; The Industrial Revolution and Labor before 1900

**Readings:**  Findley: p. xxviii-xxxv

                  Otto von Bismark Memoirs

Industrial Revolution - Montagna

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

**\*\*\*\*\* Certificate due 9/17/2017\*\*\*\*\***

9/22 **The World at the Turn of the Century – Part I &II**

Discussion: Understanding the 20th century through theories;

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

**Readings:       Findley**: Pg. 3–24; 25-50

**\*\*\*\*10/12 Book Review Due By 6:00pm\*\*\*\***

9/29:  **The Great War**

Discussion:  Causes of World War I, The Russian Revolution, 1914-1918 in Europe and Across the World

**Readings:**  Joll “The Mood of 1914” and “Conclusion;” Bukharin and Preobrazhensky “The ABC of

Communism”

**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>

**\*\*\*\*10/12 Book Review Due By 6:00pm\*\*\*\***

10/6:      **The Brokered Peace**

Discussion:     The Peace of Paris, Recovery(?) and Never Again; How to write an academic book

review

**Readings:** <https://millercenter.org/the-presidency/presidential-speeches/december-4-1917-fifth-annual-message>

Dr. Gill’s book Review

**\*\*\*\*10/12 Book Review Due By 6:00pm\*\*\*\***

10/13:  **The Depression the World Felt** **and** **Causes of the World War II**

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

How Do We Have Another World War?

**Readings:** Findley: p. 115-135;

**Viewings:**     World War II- The Complete History (1/13) <https://youtu.be/j0QWtgGnH_Q>

World War II – The Complete History (2/13) <https://youtu.be/VnNqDk6nbII>

10/20:  **The Second Great War**

Discussion:  World War II & Midterm Review

**Readings:**      (FDR) <https://millercenter.org/the-presidency/presidential-speeches/march-15-1941-lend-lease>

  (Churchill) <http://www.winstonchurchill.org/resources/speeches/1940-the-finest-hour/be-ye-men-of-valour>

Findley: Pg. 211-232

**Viewings**:       Apocalypse the Second World War - 3/6 **https://youtu.be/yy9nX5IleJw**

10/27:  **Midterm**

11/3:  **In America: The 1950s** &1960s

Discussion:  Economic Solvency/Consumerism, Civil Rights and McCarthyism, The Counter Culture

**Readings:** Marling – “Nixon in Moscow”

    Frateggio Betty Friedan

**\*\*\*Last Day to Withdraw 11/6\*\*\***

11/10:              **The Cold War:  In the Beginning**

Discussion:     The Cold War Formations: Truman Doctrine and the Marshall Plan

Influences and Politics in the World

**Readings:** Jackson – “Prologue to the Marshall Plan;” Findley: Pg. 247-252 (Top of Page)

**Viewings:**       “Duck and Cover” Film - <https://en.wikipedia.org/wiki/Duck_and_Cover_(film)>

11/17:  **The Cold War: Between/In the West and Between/In the Third World**

Discussion:  The Vietnam War, The Johnson Administration and 1968; Crisis in the Middle East

**Readings:**  Keylor: pg. 369-386; Findley: Pg.359-386

11/22:  **Revolutions: With and Without Bloodshed**

Discussion:  Cold War, Superpowers and the Collapse of the USSR

**Readings:  Reaganomics and Thatcherism -** <https://quizlet.com/22711876/econ-great-britains-mixed-econ-thatcherism-flash-cards/>

<https://quizlet.com/29489624/thatcherism-and-reaganomics-flash-cards/>

**Viewings:** Ronald Reagan - <https://millercenter.org/the-presidency/presidential-speeches/october-13-1986-address-meetings-soviet-premier-gorbachev>

12/1:  **Portrait in Power: The European Community/Union** **and** **1990s Asia**

Discussion:  Europe after the fall of the USSR

Asia in the 1990s

**Readings:**  Findley: Pg. 417-427 (Stop at The United States); 433-438 (top right paragraph); 450 (War and Terrorism) -453

  Roy “Hegemon on the Horizon”

12/8:  **At the End of Imperialism: The Middle East**

**Globalization: At the end of the 20th Century and Beyond**

#### Discussion: Islam (Progressive/Traditional) and The Middle East and the Question of Peace

#### Global Economy, Market and Technology

**Readings:** Findley: pg.445-450; Keohane and Nye “Globalization”

**Viewings:** Omid Safi Talk <https://www.youtube.com/watch?v=J21KxT4mdOk>

  The Drug War in Latin America:

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

**12/13  Final Thoughts**

Discussion:    Final Thoughts, Review for Exam

**12/18 Final Exam (Tentatively)**

 

