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HIST 213-009: The Twentieth Century World

Ilektra Kostopoulou

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New Jersey Institute of Technology

HIST 213-009 | The 20th Century World

Fall 2020

Synchronous Online | TR: 12:30-1:50

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Hall Office Hours: online by
appointment on Canvas



Brief Course Description:

This course introduces students to the manifold histories of the 20th century. It is organized in chronological order, incorporating different regions of the world and various methodologies of world history into a coherent narrative. Together, we will examine the ways political, economic, and social processes have informed one another on the macro and micro level. The course shifts focus from the West to the rest of the world, inviting students to think in comparative, integrative terms.

Prominent themes include revolutionary nationalisms and enduring empires; notions of modernity, peace, and war; technology in the context of global interactions; economic and political expressions of globalization.

General University Requirement Category (200 level Cultural History):

The goal of this course is empower students to understand historical events and movements in the world, both Western and non-Western, and to assess their subsequent significance. It uses case studies to provide an interdisciplinary view of the 20th-century world. It satisfies three credits of the GUR in Cultural History.

Course Goals:

- Identify and interpret primary and secondary sources.
- Learn key political, economic, and cultural concepts.
- Establish comparisons between past and present issues.
- Discover connections among different parts of the world.
- Understand and implement interdisciplinary approaches.
- Exercise analytical thought, orally and in writing.
- Develop out-of-the-box thinking skills.

Course Requirements:

1. Attend all classes prepared for a critical discussion and do the weekly readings.
2. Answer the weekly forum. Each week students will be divided into two groups and will have to comment online on the readings/ sources assigned to their group. Each week three students will lead the discussion as instructed.

3. Complete the take-home midterm exam.
4. Complete a research paper on the topic of your choice in connection to the course themes and scopes. Indicative topics:

1) individuals: Albert Einstein, Nikolai Tesla, Frida Carlo, Fidel Castro, Kemal Atatruk, Adolf Hitler, Joseph Stalin, Indira Gandhi, Pablo Picasso, Diego Riviera, Nelson Mandela, Mao Zedong, Raicho Hiratsuka etc.

2) inventions: telegraph, telephone, televised networks, computers, airplanes, washing machines, typewriter, radiation, military technology, nuclear power etc.

3) artistic movements: Art Nouveau, Fauvism, Expressionism, Cubism, Suprematism, Peking Spring etc.

4) urban history: the evolution of a specific region/town/city/rural or urban territory in the 20th century etc.

5) specific events and their global implications: Great Depression, WWI or WWII, the Cuban Revolution, De-colonization of Africa, the Spanish Civil War, the Soviet Revolution, Indian Independence, the Chinese Revolution, the Mexican Revolution etc.

or any other topic of relevance.

The paper should be 5-6 pages in length, double-spaced (not including a cover page or references). You should use at least 3 peer-reviewed publications and 1 primary source (Chicago style for review articles).

***Papers should be submitted online through *Tumitin* (deadline to be announced)**

You don't need to purchase a textbook for this class. All required readings/sources will be provided online by the instructor.

Main Reading: Lukacs, John. *A Short History of the Twentieth Century, 183-205*. Cambridge, Massachusetts; London, England: Harvard University Press, 2013

Grading:

- A) Attendance/Class participation: 20%
- B) Weekly responses: 30%
- C) Research paper: 30%
- D) Mid-term: 20 %

90-100%: Excellent Work (A)

85-89%: Very Good (B+)

80-84%: Good (B)

75-79%: Satisfactory Plus (C+)

70-74%: Satisfactory (C)

60-69%: Marginal (D) Below 60%: Failure (F)

Academic Integrity:

"Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at:

<http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>.

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. **Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university.** If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu"



Week One

Required Reading: God Writes Straight with Crooked Lines

https://www.jstor.org/stable/j.ctt6wpmch.3?refreqid=excelsior%3A3aa26ce110f0b0d0cf198911500fd4e7&seq=1#metadata_info_tab_contents

Introduction to the course: What is World History?
Explaining the syllabus and course requirements.

Discussion Theme: Between Global and World Histories

- Questions of focus and methodology.
- The 20th century through 21st century eyes.

Suggested Readings:

World History Association, 'What is World History?' Source:
http://www.thewha.org/world_history.php

Week Two

Required Readings:

Group A: ["NOW WE HAVE ONLY PEOPLES' WARS"](#) (Links to an external site.) (pp. 16-29)

https://www.jstor.org/stable/j.ctt6wpmch.4?refreqid=excelsior%3A23bbe56847c3cbfb1b94d69d973c347b&seq=1#metadata_info_tab_contents (Links to an external site.)

Group B: ["NATIONAL SELF-DETERMINATION"](#) (Links to an external site.) (pp. 30-44)

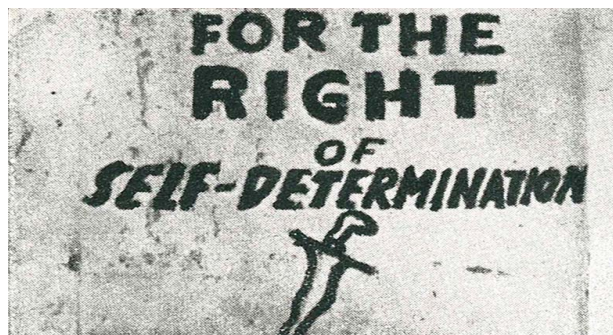
https://www.jstor.org/stable/j.ctt6wpmch.5?refreqid=excelsior%3Ae7bfe19fcc69986a7fc718e9efdc6bc5&seq=1#metadata_info_tab_contents

Discussion Themes:

- Consolidating Nations and Constructing Empires
- Expansion and Nation Building in the Americas
- Consolidation of Nation States in Europe
- Industry, Science and Technology
- Global Expansionism and an Age of Imperialism
- Pressures of Expansion in Japan, Russia, and China

Indicative Primary Sources:

"Manifest Destiny" (1845), John L. O'Sullivan (17.1); *Address to the Indian National Congress* (1907), Bal Gangadhar Tilak; *On the Origin of Species* (1859) Charles Darwin.



Week Three

Required Readings:

Group A: ["COSSACKS! BRETHREN!"](#) (Links to an external site.) (pp. 45-54)

https://www.jstor.org/stable/j.ctt6wpmch.6?refreqid=excelsior%3Ad0f6c93203700da72aad29090121017f&seq=10#metadata_info_tab_contents

Group B: [NO NOSTALGIA FOR THE "WORLD OF YESTERDAY"](#) (Links to an external site.) (pp. 55-65)

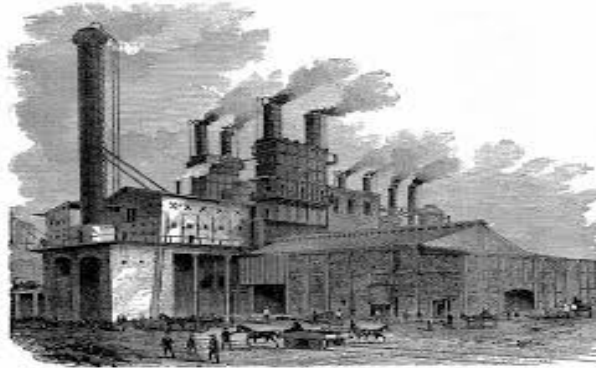
https://www.jstor.org/stable/j.ctt6wpmch.7?refreqid=excelsior%3A56f3b3e1ffb2a5b5e11715f81d71ac16&seq=1#metadata_info_tab_contents

Discussion themes:

- Progress, Upheaval, and Movement
- Discontent with Imperialism
- Worldwide Insecurities

Primary Sources:

Transport Worker's Strike (1911) (18.6); *Proclamation for the Ottoman Empire* (1908), the Young Turks.



Week Four

Required Readings:

Group A: [SOUTH OF THE BORDER AND ACROSS THE PACIFIC](#) (pp. 66-77)

https://www.jstor.org/stable/j.ctt6wpmch.8?refreqid=excelsior%3A4b0516047e15613e5b1f5342b0389c03&seq=1#metadata_info_tab_contents

Group B: ["MIDDLE CLASS" IS NOT "BOURGEOIS"](#) (pp. 78-89)

https://www.jstor.org/stable/j.ctt6wpmch.9?refreqid=excelsior%3A55d3c8e6a8afea86d4ad7906992ec271&seq=7#metadata_info_tab_contents

Discussion themes:

- Cultural Modernism.

- Rethinking Race and Reimagining Nations.

Primary Sources:

"A'n't I A Woman" (1851), Sojourner Truth (18.1); *Industrialization and Women's Freedom in Egypt* (1909), Bahidhat al-Badiya (18.5). *Lecture on Teaching and Learning* (1845), Sayyid Jamal al-din al-Afgani (18.2); *The Young Ladies of Avignon* (1907), Pablo Picasso.



Week Five

Required Readings:

Group A: [THE WAVE OF THE FUTURE](#) (pp. 99-109)

https://www.jstor.org/stable/j.ctt6wpmch.11?refreqid=excelsior%3A3e4d24a5b04d1138552274012fea442b&seq=1#metadata_info_tab_contents

Group B: ["I HOPE IT IS NOT TOO LATE"](#) (pp. 110-130)

https://www.jstor.org/stable/j.ctt6wpmch.10?refreqid=excelsior%3A15f2e8d2bb129f5d589917ed455f7762&seq=4#metadata_info_tab_contents

Discussion themes:

- The Quest for the Modern.
- The Great War.

Primary Sources:

BBC Archive on WWI; UPI Archive on the Russian Revolution; *To Heinrich Zangger* (1915), Albert Einstein; *The Fourteen Points* (1918), USA President Wilson; *The Speech* (1919), Kemal Ataturk.

Week Six

Required Readings:

Group A: [TO SUBDUE AND CONQUER GERMANY AND JAPAN](#) (pp. 131-145)

https://www.jstor.org/stable/j.ctt6wpmch.13?refreqid=excelsior%3Abaaea46100c304bb7968ead8de36e7b1&seq=7#metadata_info_tab_contents

Group B: [THE DIVISION OF EUROPE ALMOST COMPLETE](#) (pp. 146-152)

https://www.jstor.org/stable/j.ctt6wpmch.13?refreqid=excelsior%3Abaaea46100c304bb7968ead8de36e7b1&seq=7#metadata_info_tab_contents

Discussion themes:

- World War II and its aftermath.
- The Beginning of the Cold War.

Primary Sources:

Excerpt from Hind Swaraj (1909), Mohandas Gandhi (19.1); *The New Deal* (1932), President Franklin D. Roosevelt; *To the Red Army* (1941), Joseph Stalin; *Triumph of the Will* (1935), Leni Riefenstahl.



Week Seven: Midterm (take home)

Week Eight | Movie Screening

Week Nine

Required Readings:

Group A: [THE BRAVE HARRY TRUMAN](#) (pp. 153-163)

https://www.jstor.org/stable/j.ctt6wpmch.15?refreqid=excelsior%3A49cd5f582863f2471a67396bcab56f99&seq=1#metadata_info_tab_contents

Group B: [AMERICAN NATIONALISM, AMERICAN BENEVOLENCE](#) (pp. 164-173)

https://www.jstor.org/stable/j.ctt6wpmch.16?refreqid=excelsior%3A132e3e5fba3ad4509992473da690536a&seq=1#metadata_info_tab_contents

Discussion themes:

- Decolonization
- Three Worlds.

Primary Sources:

The Stonewall Inn; *On Negritude* (1959), Léopold Sédar Senghor; Family Law Codes (1956), Tunisian State; *The Working Woman Maternity Law* (1974), Fidel Castro Ruz; *On Revolutionary Medicine* (1960), Che Guevara.

Week Ten

Required Readings:

Group A and B: [15 "EUROPE," AND THE END OF THE COLD WAR](#) (pp. 174-182)

https://www.jstor.org/stable/j.ctt6wpmch.17?refreqid=excelsior%3A93e9866ce62012e51871aa5485ad5103&seq=1#metadata_info_tab_contents

Discussion themes:

- The creation of the European Union.

- The end of the Cold War.

Primary Sources:

Sociological Record (1978), Zofia Rydet; *I Want to Make the World Turn Around* (1986), The Steve Miller Band.



Week Eleven

Required Readings:

Group A: ["GREAT LEAP FORWARD"](#) (Links to an external site.) (pp. 183-205)

https://www.jstor.org/stable/j.ctt6wpmch.18?refreqid=excelsior%3A96bd83a8895f2413b7a1f07814ca2550&seq=1#metadata_info_tab_contentshttps://www.jstor.org/stable/j.ctt6wpmch.17?refreqid=excelsior%3Ab20001579d5f4714fd7af04c2e722556&seq=1#metadata_info_tab_contents (Links to an external site.)

Discussion themes:

- Last phase of white rule in Africa and Nelson Mandela.
- The rise of China.
- The International Monetary Fund.

Primary Sources:

Declaration of War against the Mexican Government (1993), EZLN; *Democracy as a Universal Value* (1999), Amartya Sen; *The Kimberly Declaration* (2002).

Week Twelve

Required reading:

Group A & B: [THE LIMITATIONS OF HUMAN KNOWLEDGE \(Links to an external site.\)](#)
(pp. 206-212)

https://www.jstor.org/stable/j.ctt6wpmch.19?refregid=excelsior%3A4c8f2dcf3e03cef76e291aeb9da01ac7&seq=1#metadata_info_tab_contents

