

Spring 2024

## HIST 213-006: 20th Century World

Matthew Friedman

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## 20th Century World – HIST213 006 | Spring 2024

Instructor: Matthew Friedman | Email: mwf@njit.edu

Office Hours: Monday 1:00 – 2:00 pm

Class Time and Location: Tuesday-Thursday 11:30 am - 12:50 pm, CKB-114

### Course Description

This course introduces students to some of the major, political, economic, cultural, and social developments that have shaped the history of our contemporary world. The course offers an interdisciplinary and comparative view of twentieth century world history. As the history of the world is too broad to do justice to over one semester, we will look at a range of events, processes, and developments of the twentieth century, through the analytical lenses of mass culture, the crises of modernity, and totalitarianism, from two world wars and economic troubles to the Cold War and globalization.

### Course Objectives:

The students of the course will analyze historical events and movements of the 20th century through cultural and historical texts and assess their subsequent significance. Students will use critical thinking and problem-solving skills to analyze information in a collaborative research project and develop their writing skills in reflections and online discussions.

### Learning Goals:

Upon completion of this course, students should specifically demonstrate knowledge of some of the fundamental concepts and theories of historical events and ideas related to the 20th Century World, evaluate global exchanges and perspectives in context of social, political, religious, and intellectual traditions, and read, analyze, organize and synthesize, evidence, historical problems, and interpretations connected to the history of the 20th Century World.

### Required Texts:

Findley, Carter and Rothney, John Alexander. *Twentieth Century World*, 7th edition. Used copies of the fifth and sixth editions can be found at a number of used booksellers. You may use them, but be warned that the chapters do not align perfectly with the reading schedule of this course.

Arendt, Hannah, *The Origins of Totalitarianism*. This book is available at the University Book Store and is widely-available used at many online booksellers. The Harcourt Brace Jovanovich edition is preferred, but the Penguin Modern Classics will do, as well.

Additional *required* readings are available on or through Canvas.

### Assignments and Grading:

**Participation:** Everyone is both expected and required to participate in class discussions and, when relevant, in the online discussion forum. The participation grade will reflect the quality and quantity of your in-class participation.

**Quizzes:** There will be four surprise quizzes throughout the semester. They will be conducted online.

**Reading Report:** Students will submit a report on an assigned reading and lead discussion in one class.

**Reaction Paper:** Students will write reaction papers on *Night and Fog* and the Global Pop Music Playlist.

**Research Project:** Students will complete a research project consisting of a proposal, an annotated bibliography, and a final report.

Participation .....	10%
Presentation .....	10%
Reaction Papers .....	10%
Quizzes .....	20%
Research Project .....	15%
<i>Proposal</i> .....	5
<i>Annotated Bibliography</i> .....	5
<i>Report</i> .....	5
Midterm Exam .....	15%
Final Exam .....	20%

#### **Attendance:**

Attendance is mandatory. Students are expected to attend every class, arrive on-time and stay for the duration of the class. Students may be excused for illness, family emergency and similar extreme situations, and religious observance. Absences for work, job interviews and similar events will not be excused.

Six unexcused absences will result in an automatic failing grade. Students who miss eight or more sessions through *any* combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw from the course.

#### **Assignment Submission Guidelines:**

**Late submissions will not be accepted except with prior permission and only in the most extreme circumstances.**

#### **Grading Scale:**

<b>A</b>	<b>90-100</b>
<b>B+</b>	<b>85-89</b>
<b>B</b>	<b>80-84</b>
<b>C+</b>	<b>75-79</b>
<b>C</b>	<b>70-74</b>
<b>D</b>	<b>60-70</b>

**Academic Integrity:** An essential part of NJIT's policy of academic integrity is that students demonstrate honesty and integrity in their courses. It is also a policy that will serve you in good stead in the rest of your personal and professional life. Turning in a paper that includes plagiarism, was written by someone else and passed off as your own work, or cheating on an examination will result in a 0 for that assignment. All cases of suspected plagiarism/cheating will be reported to the office of the Dean of Students for investigation. If you're unclear on what constitutes an honor code violation, please see the university [policy on academic integrity](#).

The unauthorized use of ChatGPT and similar AI tools in an assignment is an academic integrity violation, and will be reported to the Dean of Students office.

#### **Students with Disabilities or Special Needs:**

Students who have disabilities or special needs should contact NJIT's [Student Disability Services](#) to help procure accommodations in completing coursework.

#### **Other Resources:**

There are several writing assignments both big and small for this course, and if you need them, the [Writing Center](#) can provide you with help on every part of the writing process. Also, please don't hesitate to drop by my office hours or send me an email if you're having difficulties. We all need a support network. If you need them, the [Center for Counseling and Psychological Services](#) (C-CAPS) in Campbell Hall, Room 205, is available to listen and to help.

## CLASS SCHEDULE

### 17 January – Class 1: Introduction and Overview of the Twentieth Century

Readings: *Twentieth-Century World*: Chapter 1-2 ("Twentieth century in world history" and "Origins of the new century")

### 22 January – Class 2: Origins of the Twentieth Century

Readings: *The Origins of Totalitarianism*: Chapter 2 and 5

### 24 January – Class 3: Colonial Foundations

Readings: *The Origins of Totalitarianism*: Chapter 6

Rudyard Kipling, "[The White Man's Burden](#)"

Edward D. Morel, "[The Black Man's Burden](#)"

### 29 January – Class 4: Gathering Clouds

Reading: Modris Eksteins, *Rites of Spring*, Chapter 1

Listen: Igor Stravinsky, *Sacre du Printemps*, Arnold Schoenberg, *Pierrot Lunaire*

### 31 January – Class 5: World War I

Readings: *Twentieth-Century World*: Chapter 3 ("World War I: the turning point of European ascendancy")

War Poetry selection

### 5 Feb – Class 6: After Versailles

Reading: Robert Musil, "Anschluss," Mohandas Gandhi, [Sykes-Picot Agreement](#)

### 7 Feb – Class 7: The Age of Revolutions

Readings: *Twentieth-Century World*: Chapter 4 ("Restructuring the social and political order: the Bolshevik Revolution in world perspective")

V.I. Lenin, "[April Theses](#)"

### 12 Feb – Class 8: The Nation

Readings: *The Origins of Totalitarianism*: Chapter 8

### 14 Feb – Class 9: The End of the Liberal Order

Readings: *Twentieth-Century World*: Chapter 5 ("Global economic crisis and the restructuring of the social political order")

*The Origins of Totalitarianism*: Chapter 9.

### **Deadline: Research Proposal**

### 19 Feb – Class 10: Fascism

Readings: *Twentieth-Century World*: Chapter 6 ("Restructuring the social and political order: fascism")

Adolf Hitler. Excerpt from *Mein Kampf*

Eric Hobsbawm, "Interesting Times"

Benito Mussolini, "[What is Fascism?](#)"

### 21 Feb – Class 11: Imperial Legacies and Colonial Modernities

Readings: *Twentieth-Century World*: Chapter 7 (Latin America's struggle for development)

Eva Peron, "[History of Peronism](#)"

### 26 Feb – Class 12: Dying Empires

Readings: *Twentieth-Century World*: Chapter 8-9 ("Sub-Saharan Africa under European sway" and "Asian struggles for independence and development")

Mohandas K. Gandhi, "[Letter to Lord Irwin](#)"

**28 Feb – Class 13: Mass Man**

Reading: *The Origins of Totalitarianism*: Chapter 10.

**4 Feb – Class 14: In Peace and War**

Readings: Bertrand Russell, "The Future of Pacifism"

David C. Lukowitz, "British Pacifists and Appeasement"

Victor Huard, "Canadian Ideological Responses to the Second World War"

**6 Mar – Class 15: World War II and the Holocaust**

Readings: *Twentieth-Century World*: Chapter 10 ("World War II: the final crisis of European global dominance")

[The Nanking Massacre](#)

**MIDTERM BREAK**

**187 Mar – Class 16: The Holocaust**

In-Class Screening: *Night and Fog*

Readings: Primo Levi, *If This is a Man* (excerpt), Christopher Browning, *Ordinary Men* (excerpt)

**Online Midterm Exam**

**20 Mar – Class 17: The Cold War and Decolonization**

Readings: *Twentieth-Century World*: Chapter 11 ("From the Cold War to the global marketplace: international relations since 1945")

The Long Telegram

Ho Chi Minh: Vietnamese Declaration of Independence

Frantz Fanon "Excerpt from [The Wretched of the Earth](#)"

Screening: *The Atomic Café*

**25 Mar – Class 18: The Neo-Liberal World Order**

Readings: *Twentieth-Century World*: Chapter 12 ("Toward postindustrial society : the United States and Western Europe in the postwar decades" and "Soviet Union, Eastern Europe, and the collapse of communism")

**Deadline: Reaction Paper 1**

**27 Mar – Class 19: Post-Colonial Latin America**

Readings: *Twentieth-Century World*: Chapter 13 ("Latin America: neocolonial authoritarianism or democracy and development?")

Fidel Castro, "[On the Export of Revolution](#)"

**1 Apr – Class 20: Post-Colonial Africa**

*Twentieth-Century World*: Chapter 14 ("Sub-Saharan Africa: decay or development?")

**Deadline: Annotated Bibliography**

**3 April – Class 21: Asia and the Middle East Since World War II**

Readings: *Twentieth-Century World*: Chapter 15-16 ("Middle East and North Africa since World War II" and "Asian resurgence")

Jawaharlal Nehru: [Speech to Bandung Conference Political Committee](#), 1955

Gamel Abdel Nasser: [Denouncement of the Proposal for a Canal Users' Association](#), 1956

Ayatollah Khomeini, "[The Uprising of Khurdad](#)"

**8 April – Class 22: 1968, Rebellion and the World**

Readings: Situationist International, "[On the Poverty of Student Life](#)"

Enoch Powell, "[Rivers of Blood](#)"

Mexico 68 Documents

Ludvík Vaculík, "Two Thousand Words that Belong to Workers, Farmers, Officials, Scientists, Artists, and Everybody"

**10 April – Class 23: End of the Cold War**

Readings: *Twentieth-Century World*: Chapter 17

Ronald Reagan. ["Evil Empire Speech"](#)

**15 April – Class 24: The Post-Modern Condition**

Readings: Jean-Jacques Lyotard, *The Postmodern Condition*, "Introduction"

Listen: Pop music playlist.

**Deadline: Reaction Paper 2**

**17 April – Class 25: Conspiracies**

Readings: Mark Fenster, Conspiracy theories

Elaine Showalter, *Hystories*, Chapters 12-13

**22 April – Class 26: The Unravelling World**

Readings: TBA

**Deadline Research Project Summary of Findings**

**24 April – Class 27: Twenty-First Century Prospects**

Readings: *Twentieth-Century World*: Chapter 18

Contemporary news articles TBD.

## CITATION FAQ

### What do you need to cite?

Any phrase, sentence or paragraph that you have taken from another source, even if it's a sentence fragment. For example, if you use the phrase "to be or not to be: that is the question," you *must* provide a citation to the relevant page in a published edition of William Shakespeare's play *Hamlet*. As a general rule, if you are using words that someone else wrote, you *must* cite. Failure to do so constitutes plagiarism.

Any information that you found in another source (and isn't common knowledge), even if you paraphrase. For example, if you write something like "almost ten per cent of the adult males in the United States in 1924 were members of the Ku Klux Klan," you have to say where you got that information. If you don't, how do I know that you're not making it up?

As a general rule, you don't have to provide citations for information that we covered in class.

### What happens if you don't cite?

It depends. A written assignment that does not reference any sources will receive an automatic zero grade. A written assignment that does reference sources, but does not cite them will receive an automatic 50% grade penalty.

If you don't know whether you should cite a passage, quote or information, err on the side of caution and cite it.

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### What do you need?

As a general rule, you will need a bibliography page, and footnotes or parenthetical notes in text for all of your references. Please use either the University of Chicago/Turabian citation style or the simplified citation style on the next page.

## SUBMISSION POLICY

All written assignments must be submitted to the appropriate link on Canvas by the beginning of class on the deadline date. No assignments will be accepted after the deadline, *except with prior arrangement and in the most extreme circumstances*. If you miss a class – and a deadline – due to illness or other excused absence, you *must* inform me, and submit the assignment to Canvas. Written assignments *must* be submitted to the appropriate Canvas link (that is, not to the assignment comments, etc.) to receive credit.

## PRIMARY AND SECONDARY SOURCES

Historians refer to primary and secondary sources. A primary source is a document, speech, or other sort of evidence written, created or otherwise produced during the time under study, or by a participant. Primary sources offer an inside view of a particular event. Secondary sources provide interpretation and analysis of primary sources. Secondary sources are usually (though not always) written by professional historians and are one step removed from the original event.

## CITATION BASICS

As a rule, historians cite sources according to the University of Chicago style. If you plan to pursue further studies in history, you will find it advisable to acquire *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers* by Kate L. Turabian. For the purposes of this course, you may use the simplified guide below.

### Book

#### Bibliography:

Lears, Jackson. *Rebirth of a Nation: The Making of Modern America, 1877-1920*. New York: Harper Perennial, 2009.

#### Footnote First Reference:

Jackson Lears, *Rebirth of a Nation: The Making of Modern America, 1877-1920* (New York: Harper Perennial, 2009), 236.

#### Footnote Subsequent References:

Lears, 113.

Lears, *Rebirth of a Nation*, 113. (If you cite more than one work by this author.)

**Parenthetical Reference:** (Lears, 236)

**Parenthetical Reference (if you use more than one source by this author):** (Lears 2009, 236)

### Periodical Article

#### Bibliography:

Rosenfeld, Sophia. "On Being Heard: A Case for Paying Attention to the Historical Ear." *The American Historical Review* 116 (April 2011): 316-334.

*Note that you include the volume number of the journal or publication following the title.*

#### Footnote First Reference:

Sophia Rosenfeld, "On Being Heard: A Case for Paying Attention to the Historical Ear," *The American Historical Review* 116, April 2011, 317.

#### Footnote Subsequent References:

Rosenfeld, 318.

Rosenfeld, "On Being Heard," 320.

**Parenthetical Reference:** As with books.

***In the case of class readings where you do not have the book or journal title or publication information, simply cite sources with the information that you do have. For example:***

Elias Hill, "Testimony to Congress Regarding the Ku Klux Klan" (1871), 1., and Elliott West, "Land," 15.