

History 210-001: The Twentieth Century, A Global History
Fall 2020: Online

Instructor: Marcus Filippello, Associate Professor (filippem@uwm.edu)

Office Hours: I will hold office hours in Collaborate Ultra on the Canvas course site by request.

This class serves as an introduction to notable events that took place in the twentieth century. It also devotes particular attention to how people experienced those events. In 1900, the world's population had reached an estimated 1.6 billion. By 2000, over 6 billion people were living on the planet. All of these people had different experiences. Even if they had been involved in some of the same historical moments that marked the twentieth century, they often had different perspectives.

Clearly, much happened over the course of those hundred years. It would be impossible for us to address everything over the fifteen weeks of a semester. (We won't even come close!) Nevertheless, we will try to focus on important themes and try our best to understand how and why peoples' experiences can help us make sense of an era that has very much shaped our own lives. Weekly readings and assignments will constitute our commitment to understanding stories of the twentieth century and their particular meanings. Historically speaking, the twentieth century constitutes a very near-term past. It is not difficult to imagine the impact events of the twentieth century has had on how we engage with and perceive the world today.

Scholars have tried to capture the essence of the 100-year period we will examine in this class in many ways. One historian, Eric Hobsbawn, referred to the twentieth century as an "age of extremes." Another, John C. Corbally, has referred to it as "a wild 100 years." By the end of this semester, you will surely describe the twentieth century in entirely different ways. Part of the reason for this is because understanding the past is also highly personal. I encourage you to reflect on how your friends and families may have experienced the twentieth century and how that may offer new insights that will advance our understanding of the past.

Required Books (available at the UWM.ecampus.com virtual bookstore):

- *Soviet Daughter: A Graphic Revolution* by Julia Alekseyeva (Microcosm Publishing, 2017): ISBN – 978-1621069690 (\$14.20 new or \$5.86 used)
- *I Was an Elephant Salesman* by Pap Khouma (Indiana University Press, 2010): ISBN – 978-0253222329 (\$18.95 new or \$7.28 used)

NOTE: There will also be additional selected readings posted on the course Canvas website.

Course Requirements and Grading:

1. Three writing/audio/visual assignments (see below for details):
 - a. One introductory 500-word written assignment (or commensurate audio or video recording) due on Canvas by 9/6 — (10%)
 - b. One 750- to 1,000-word written assignment due on Canvas by 10/4 — (15%)
 - c. One final project due on Canvas by 12/17 — (15%)
2. Seven quizzes (5% total each) on selected weekly assignments — (35%)
3. Participation in five online discussions (5% total for each week designated as a discussion week below) — (25%) – Note: you have two options to complete the discussion assignments:
 - a. Your first option will be to participate in live discussions with me and your peers on Collaborate Ultra. Please see details and dates for these discussions below. Meetings will take place at various points throughout the semester but will always be held on Thursdays from 3:30 to 4:30pm. Should you choose to take part in these sessions, you will be graded on your contributions and participation in lieu of turning in a written component.
 - b. Your second option will be to engage in an online written discussion on the course Canvas site. Please see guidelines below under weekly assignments.

Grading Scale: A=100-93; A-=92-90; B+=89-87; B=86-83; B-=82-80; C+=79-77;
C=76-73; C-=72-70; D+=69-67; D=66-63; D-=62-60; F=59-0

Course Expectations:

- Reading and examining visual sources and films constitute important components of this class. Comprehension and performing well on written assignments cannot flow without reading and analyzing images. You must complete all the assignments for each week. You should read and view materials carefully, placing emphasis on themes and historical change. The assessments in this class will feature names, places and dates, but the emphasis will be on your understanding of historical change. Please contact me via email or request a meeting if you have any difficulty completing or understanding the assignments.
- Writing is likewise an important feature of this course. Clear, original, intelligent, and coherent writing is a useful skill. This means that academic honesty is essential. Plagiarism is unacceptable. Citations are required for all written assignments, including when you cite materials in online discussions.
- I will offer students virtual office hours by request to provide you with a forum to raise questions and discuss class materials and assignments. They also provide me with an opportunity to assess your progress in the class and suggest improvement.

- Please note this course is online on Canvas. I encourage you to visit the site regularly for updates and announcements.
- This is a three-credit course. As such, I expect students to devote an average of 9 hours per week (135 hours over the course of what amounts to 15 weeks of the semester) viewing lectures and other supplemental material, participating in online and/or virtual discussions, completing assigned readings, working on assignments, and studying for and writing papers and the final exam.

Course Policies:

- **Attendance:** Say what? Isn't this class online? Yes, it is! Nevertheless, you will find that viewing lectures and supplemental material posted on Canvas and participating in discussions will be extremely important to performing well in the class. In particular, I will ask you to comment on lectures and supplemental materials regularly.
- **Late Assignments:** In general, I do not grant extensions on assignments and exams. Exceptions may be made for those on official university business, sporting engagements, or a medical condition, provided I am informed before the event and/or in written form from the relevant authority. Otherwise, all assignments must be turned in on time.
- **Safety Policies:** The university is dedicated to creating a caring environment where individuals are free to learn, teach, and work without fear of intimidation or exposure to potentially harmful/disruptive situations. I expect students to treat each other and me with dignity and respect at all times.
- **Make-up Policies:** Should you miss an assignment due to any of the circumstances listed above, please contact me. We will discuss make-up dates and times.
- **Incomplete Policies:** I generally do not allow students to receive an incomplete grade for this class. However, there may be circumstances where students might want to request this as an option. Please contact me by email, and we can discuss your situation and gauge whether an incomplete grade is appropriate. Should you receive an incomplete grade, you will have until the next succeeding semester, excluding summer sessions and UWinteriM, to submit/complete remaining required assignments. The campus conditions for awarding an incomplete to graduate and undergraduate students can be found at the following:
<http://www4.uwm.edu/secu/docs/other/S31.pdf>

Other Campus Policies: <http://uwm.edu/secu/syllabus-links/>

- **Students with Disabilities:** Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at the following: <http://uwm.edu/arc/>

- **Religious Observances:** Policies regarding accommodations for absences due to religious observance are found at the following:
<http://www4.uwm.edu/secu/docs/other/S1.5.htm>
- **Students Called to Active Military Duty:** For accommodations for absences due to call-up of reserves to active military duty please see: <http://uwm.edu/active-duty-military/>
- **Discriminatory Conduct (such as sexual harassment):** Harassment, abuse of power, and the reporting requirements of discriminatory conduct are found at the following:
https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf
- **Academic Misconduct:** Policies for addressing students cheating on exams or plagiarism can be found at the following:
https://uwm.edu/deanofstudents/conduct/conduct_procedures/academic-misconduct/
- **Complaint Procedures:** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.
<http://www4.uwm.edu/secu/docs/other/S49.7.htm>
- **Grade Appeal Procedures:** Procedures for student grade appeal appear at the following: <http://www4.uwm.edu/secu/docs/other/S28.htm>
- **Final Examination Policy:** Policies regarding final examinations can be found at the following: <http://www4.uwm.edu/secu/docs/other/S22.htm>
- **Navigate Student Success Platform and Mobile App:** Students are encouraged to use a tool called Navigate. This tool can help you learn about academic resources, set up study groups in your courses, make appointments with your academic advisor, get reminders on important dates, and much more. In addition, Navigate allows instructors to send Progress Reports to students throughout the term, allowing for updates on your academic progress in a course in addition to your grade. You can log into the platform here: <https://uwmilwaukee.campus.eab.com/> or by finding the Navigate link under the Current Students tab on the UWM home page. More information on how you can use Navigate and the app, including tutorials, can be found on UWM's Navigate website.

Academic Advising in History:

All L&S students have to declare and complete an academic major to graduate. If you have not yet declared a major, you are encouraged to do so, even if you are at an early stage in your college education. If you are interested in declaring a major (or minor) in History, or if you need academic advising in History, please visit the Department of History undergraduate program web page at <http://www4.uwm.edu/letsci/history/undergrad/> for information on how to proceed.

Week One (9/2 to 9/6): Introduction

Readings and Sources: There are no assigned materials for this week. Please note below, however, you will have a brief assignment due by Sunday, 9/6.

THIS WEEK'S ASSIGNMENT (Introductory Assignment) due on Canvas by the end of the day on Sunday, 9/6:

In around 500 words, or in a video or audio recording, please introduce yourself to me and answer the following questions: What is the first moment or event that comes to mind when you think about the 20th century? Do any specific individuals come to mind when you think about this moment or event? And finally, why did you choose to either write or talk about it?

Week Two (9/8 to 9/13): An Unsettled World on the Brink of the 20th Century

Assigned Readings (please finish readings by 9/10):

- Martin Gilbert, *History of the Twentieth Century* (2002): "Contents" and "Introduction," pp. xi-xv (on Canvas)
- J.M. Roberts, *The Penguin History of the Twentieth Century: The History of the World, 1901 to the Present*, (2004): "Contents," pp. vii-xii and "Foreword," pp. xv-xx
- John C. Corbally, *The Twentieth Century World, 1914 to the Present: State of Modernity* (2018): "What is This Book?" pp. xiv-xv and "Introduction: A Wild 100 Years," pp. xvi-xxi

THIS WEEK'S ASSIGNMENT (Discussion Assignment Number One): You have the choice of doing one of two things to complete this assignment (see below).

- 1.) **On Thursday 9/10 from 3:30 to 4:30pm, you may participate in a live discussion section about the assigned readings on Collaborate Ultra. In particular, we will have a conversation about the questions below and other questions or thoughts that came to mind for you as you were reading the assignments. Or,**
- 2.) **You may engage in an online discussion that will be open on the course Canvas site from Thursday 9/10 at 3:30pm to Sunday 9/13 at 11:59pm (see post under "discussions" for guidelines and expectations)**

The readings above comprise the contents and/or introductory components for three different books about 20th century global history. For this assignment, I want you to reflect upon the three assigned readings and answer the following questions: How do the authors approach writing histories of the 20th century? (For example, is it thematic? Chronological? Event-based? Etc.?) Which do you think

might be the most effective approach and why? (Or to put it another way, which one would you prefer to read and why?) And finally, what might be another way, different from the authors assigned, that might be a better way to approach writing about 20th century global history?

Week Three (9/14 to 9/20): Stories of the 20th Century

Assigned Readings (please finish readings by 9/20):

- Selections from Eduardo Galeano, *Century of the Wind: Memory of Fire Trilogy, Volume Three* (1988)
 - Excerpts, 1914 to 1918, pp. 37-45
 - Excerpts, 1934 to 1936, pp. 97-104
 - Excerpts, 1939 to 1945, pp. 120-126
 - Excerpts, 1958 to 1960, pp. 166-170
- “Interview with Miguel Marmol, Los Angeles, May 23, 1998,” pp. 79-88

THIS WEEK’S ASSIGNMENT (Quiz Number One) due on Canvas by the end of the day on Sunday 9/20.

Week Four (9/21 to 9/27): Presenting the Past

Assigned Reading (please finish reading by 9/24):

- Julia Alekseyeva, *Soviet Daughter: A Graphic Revolution* (2017)

THIS WEEK’S ASSIGNMENT (Discussion Assignment Number Two): You have the choice of doing one of two things to complete this assignment.

- 1.) **On Thursday 9/24 from 3:30 to 4:30pm, you may participate in a live discussion section about the assigned reading on Collaborate Ultra. In particular, we will have a conversation about the questions below and other questions or thoughts that came to mind for you as you were reading the assignments. Or,**
- 2.) **You may engage in an online discussion that will be open on the course Canvas site from Thursday 9/24/10 at 3:30pm to Sunday 9/27 at 11:59pm (see post under “discussions” for guidelines and expectations)**

For this assignment, I want you to reflect upon how the author portrays the past in *Soviet Daughter*. Please answer the following questions: What is driving the historical narrative the author depicts? Do you find the way she produces the historical narrative useful and compelling? Why or why not? And finally, this constitutes an intensely personal view of the past. Do you find this effective? Why or why not?

Week Five (9/28 to 10/4): Automobility

Sources:

- American Geographical Society StoryMap: Theme TBD (on Canvas)

THIS WEEK'S ASSIGNMENT (Assignment Number Two) due on Canvas by the end of the day on Sunday, 10/4:

In around 750-to 1,000-words, please describe what type of histories you would like to see historians produce that reflect important aspects of the twentieth century. You may approach writing this assignment in a variety of ways. The essential question I would like you to answer, however, is: What kind of histories would you like to read, view, or listen to? For example, would you prefer wider ranging thematic histories? Or do you think personal histories offer more value? Is there another genre that you think might be more engaging? Feel free to be creative in answering these questions, but please make an effort to explain why you feel the way you do. Finally, use your historical imagination and describe what type of project *you* would like to engage in as a historian of the twentieth century.

Week Six (10/5 to 10/11): Travel

Assigned Readings (please finish readings by 10/11):

- Selections from Nagai Kafu, *American Stories* (1908)
 - “Night Talk in a Cabin,” pp. 1-8
 - “Midnight at a Bar,” pp. 182-188
- Selections from Chiang Yee, *The Silent Traveler in London* (1938)
 - “On Food,” pp. 183-196
 - “On Drink or Wine,” pp. 198-205

THIS WEEK'S ASSIGNMENT (Quiz Number Two) due on Canvas by the end of the day on Sunday 10/11.

Week Seven (10/12 to 10/18): Colonization

Assigned Readings (please finish readings by 10/18):

- Selections from Trevor Noah, *Born a Crime* (2019)
 - The last paragraph of p. 20 and “Chapter 2: Born a Crime,” pp. 21-31
- Selections from Steve Biko, *I Write What I Like* (1978)

- “Black Souls in White Skins?” pp. 19-26
- “The Definition of Black Consciousness,” pp. 48-53
- “The Righteousness of Our Strength,” pp. 120-137

THIS WEEK’S ASSIGNMENT (Quiz Number Three) due on Canvas by the end of the day on Sunday 10/18.

Week Eight (10/19 to 10/25): War

Assigned Film (please finish viewing the film by 10/22):

- *City of Life and Death* (2009): Please note this film contains depictions of warfare that can be extremely difficult to view. I will announce the segments I want you to watch shortly.

THIS WEEK’S ASSIGNMENT (Discussion Assignment Number Three): You have the choice of doing one of two things to complete this assignment.

- 1.) **On Thursday 10/22 from 3:30 to 4:30pm, you may participate in a live discussion section about the assigned film on Collaborate Ultra. In particular, we will have a conversation about the questions below and other questions or thoughts that came to mind for you as you were reading the assignments. Or,**
- 2.) **You may engage in an online discussion that will be open on the course Canvas site from Thursday 10/22 at 3:30pm to Sunday 10/25 at 11:59pm (see post under “discussions” for guidelines and expectations)**

This week’s film depicts events that many see as the beginning of World War II. Please answer the following questions: What are some problems associated with the way historians periodize the past? What do the scenes we viewed from the film suggest about the nature of warfare in the twentieth century? How does imperial expansion feature in the accounts depicted? How do themes like resistance and collaboration feature in the accounts depicted? Why are these elements important?

Week Nine (10/26 to 11/1): Decolonization and Independence

Assigned Readings (please finish readings by 11/1):

- Selections from M.K. Ganhdi, *Hind Swaraj* (1909)
 - “Preface to the English Translation,” pp. 5-8
 - “Foreword,” pp. 9-11
 - “Machinery,” pp. 107-111
 - “Conclusion,” pp. 112-119

THIS WEEK'S ASSIGNMENT (Quiz Number Four) due on Canvas by the end of the day on Sunday 11/1.

Week Ten (11/2 to 11/8): Exile

Assigned Film (please finish viewing the film by 11/5):

- *Kundun* (1997): While I encourage you to watch the whole movie if you can, please view from 47:45 to 1:40:40

THIS WEEK'S ASSIGNMENT (Discussion Assignment Number Four): You have the choice of doing one of two things to complete this assignment.

- 1.) **On Thursday 11/5 from 3:30 to 4:30pm, you may participate in a live discussion section about the assigned film on Collaborate Ultra. In particular, we will have a conversation about the questions below and other questions or thoughts that came to mind for you as you were reading the assignments. Or,**
- 2.) **You may engage in an online discussion that will be open on the course Canvas site from Thursday 11/5 at 3:30pm to Sunday 11/8 at 11:59pm (see post under "discussions" for guidelines and expectations)**

This week's film depicts events that took place in Tibet in the late 1940s and 1950s. For this assignment, I want you to reflect upon the film's content and answer the following questions: How would characterize the relationship between Tibetan and Chinese leaders? How do Tibetan leaders conceive of a Chinese presence in Tibet? How do Chinese leaders justify their presence in Tibet? How do Tibetans resist and/or collaborate with Chinese officials in the film?

Week Eleven (11/9 to 11/13): Emigration

Assigned Reading (please finish reading by 11/13):

- Pap Khouma, *I Was an Elephant Salesman*

THIS WEEK'S ASSIGNMENT (Quiz Number Five) due on Canvas by the end of the day on Sunday 11/15.

Week Twelve (11/16 to 11/20): Revolution

Assigned Readings:

- Selections from Lijia Zhang, *Socialism is Great! A Worker's Memoir of the New China* (2009)
 - Chapter 1: "Inheritance," pp. 3-11
 - Chapter 2: "The Weight of Adulthood," pp. 12-21
 - Chapter 5: "The Liming Empire," pp. 47-57
 - Chapter 10: "Would-Be Modern Worker," pp. 98-103
 - Chapter 19: "A Tool of Struggle," pp. 185-196

THIS WEEK'S ASSIGNMENT (Quiz Number Six) due on Canvas by the end of the day on Sunday 11/22.

Week Thirteen (11/23 to 11/24): Breaking Barriers

Assigned Film (please finish viewing the film by the end of the week):

- Charlie Wilson's War (2007): While I encourage you to watch the whole movie if you can, please view from 52:50 to 1:32:20

Note: There are no additional assignments this week. Have a good holiday weekend!

Week Fourteen (11/30 to 12/4): The End of History?

Assigned Readings:

- Selections from Anthony Loyd, *My War Gone By, I Miss it So* (1999)
 - "Prologue: The Forest, Srebrenica, Summer 1996," pp. 1-8
 - "1: Sarajevo, Spring 1993," pp. 9-28

THIS WEEK'S ASSIGNMENT (Quiz Number Seven) due on Canvas by the end of the day on Sunday 12/6.

Week Fifteen (12/7 to 12/11): Navigating the Past

THIS WEEK'S ASSIGNMENT (Discussion Assignment Number Five): You have the choice of doing one of two things to complete this assignment.

- 1.) **On Thursday 12/10 from 3:30 to 4:30pm, you may participate in a live discussion section about the assigned reading on Collaborate Ultra. In**

particular, we will have a conversation about the final project for the class.

Or,

- 2.) You may engage in an online discussion that will be open on the course Canvas site from Thursday 12/10 at 3:30pm to Sunday 12/13 at 11:59pm (see post under “discussions” for guidelines and expectations)

NOTE: Questions and guidelines for this assignment will be announced shortly.

FINAL PROJECT: DUE ON CANVAS COURSE SITE BY NOON ON THURSDAY, DECEMBER 17th (Final questions and guidelines for this assignment will likewise be forthcoming.)