

**The Twentieth Century World  
History 111 - Honors (Spring 2001)**

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**Office Hours: MWF 10-11:20 am, M&W 3-3:45 p.m., Tues. 10:30-11:20 am  
or by appointment.**

I. COURSE DESCRIPTION AND THEMES:

A topical global survey of major cultural, political, military and economic developments of the twentieth century that will focus on fundamental changes. Chief of these changes are:

colonization and its impact on the colonized  
the rise of an interdependent world system that ultimately replaces the western-dominated pattern of 1914  
the growth of mass political mobilization, militarism and the horror of war  
the Cold War--its origin, practice, and aftermath  
post-World War II independence movements and decolonization  
the evolution of the Arab-Israeli conflict and the rise of Islamic fundamentalism  
confrontation between culturally-conservative societies and change--oriented ones  
global population, poverty, and environmental issues  
inequalities and conflicts based on race, class, gender, ethnicity, creed and national identities; the curse of nationalism in our "new" century

II. OBJECTIVES

Through this course you will be expected to develop the ability to:

1. understand the historical background of selected contemporary problems.
2. understand the historical background of the cultures and values of diverse areas of the world
3. understand in a global context the historical role and current issues involving gender, ethnicity, race and creed
4. critically read the news media with some regularity
5. clearly and coherently communicate ideas and information orally and in writing, employing standard English usage.

EVERY WELL EDUCATED PERSON SHOULD HAVE A KNOWLEDGE OF THE RECENT PAST IN ORDER TO BETTER UNDERSTAND AND COPE WITH THE PROBLEMS AND OPPORTUNITIES FACING US IN OUR NEW CENTURY.

III. REQUIRED READINGS AND WORK MATERIALS:

(1-5 in the University Bookstore)

- (1) Goff, The Twentieth Century. This is the basic text for the course, hereafter cited as Goff.
- (2) Achebe, Things Fall Apart
- (3) Remarque, All Quiet on the Western Front
- (4) Markandaya, Nectar in a Sieve
- (5) Rivabella - Requiem for a Woman's Soul
- (6) Kaplan - "The Coming Anarchy" (instructor will supply)
- (7) Blank maps of different parts of the world. Instructor will distribute.

(8) assorted short newspaper articles (instructor will supply)

#### IV. REQUIREMENTS AND INSTRUCTIONS:

##### COURSE TEXTBOOK Goff, The Twentieth Century

Assignments from the text are listed on the topical outline below by date. You should read the assignment before the class date in order to better understand the class presentation and to make pertinent contributions of your own. Ultimately you should read every textbook assignment AT LEAST TWICE, first for broad understanding and to gain a sense of the theme or thesis; and second, for learning specific details that support the author's argument. Students are expected to integrate the text readings with the lectures, the discussions, the video material, the occasional handouts and the supplemental readings.

MAPS: There will be a map examination. A list of about 160 geographical places will be given to you well in advance of the examination. You will use the maps as work materials to locate the places before the exam. On the day of the map test you will be asked to locate 75 of these places. The map EXAM is February 13. Yes, this is pretty basic stuff but how can one understand what is going on in India if one does not know where India is located?

SUPPLEMENTAL READINGS. We will discuss each of the supplemental books (Achebe, Remarque, Markandaya, Rivabella). The dates for these class discussions are noted on the schedule of class topics. With the exception of Remarque, each discussion will begin with a 10 minute quiz on the assigned reading. Some additional short articles will be discussed in class. You will also hand in written responses to questions on the Kaplan article. (DUE May 15).

ALL QUIET ON THE WESTERN FRONT "letter to the editor" ASSIGNMENT: It is late summer, 1918. Drawing solely on information from Remarque's book, as Paul, write a letter to the editor of the Berlin (Germany) Times which explains how your feelings about the war have evolved (changed) since you joined the army. (Approximately 350-500 words, 1-1/2-2 pages). DUE Feb. 20.

You should also be scanning, on a regular basis, a major newspaper or newsweekly magazine of your choice, such as the New York Times, the Baltimore Sun, the Washington Post, Los Angeles Times, Christian Science Monitor or The Economist (some are available in the university library and all via the internet). PLEASE NOTE: that USA Today and the Cumberland Times-News or CNN on the web do NOT provide sufficient news coverage for use in this course. *NOTE: NY Times subscriptions can be purchased at the information desk of the Lane Center during the first week of school.*

EXAMS and QUIZZES. There will be a 60 minute mid-term exam on March 13 and a two and a half hour final exam. There will also be a map test and three short quizzes on the supplemental books. The mid-term exam will consist of short essays (e.g., discuss the impact of WWI), identification items (e.g., identify and state the importance of Joseph

Stalin and objective (e.g., multiple choice) questions. The essay and identification part of the final exam will cover all material presented since March 27. The forty m.c. questions on the final (required of all History 100 sections) will cover the entire course.

MAKE-UPS: There will be no makeup quizzes or exams except for those students who can provide me with convincing documentation of serious illness or personal tragedy. Also, you must clear your absence with me before the quiz or exam is given. In other words, if you are not present to take a quiz or exam, and I have not heard from you, your grade is zero.

REACTION PARAGRAPHS: Occasionally you will be asked to write in class a short response to an article I've asked you to read or on some video material we have just watched. You will then use your paragraph as a spring-board for class discussion.

### NEWS REPORTS AND GROUPS

Groups (you join one by random draw)

Sub Saharan Africa

Latin America and the Caribbean

Eastern Europe and Russia

North (Islamic) Africa and the Middle East

South and Southeast Asia

East Asia

You will select and summarize a news item from your area. This should ***be an item of some significance*** (i.e. population, environment, nationalism, health, terrorism, civil war, gender rights), OR of a current political problem. That is, do not turn in a summary of a stale (dated) event that has been superceded by more recent events. Turn in your half page to a page summary stapled to a xerox copy of the article. There are FOUR news reports due this semester. I will grade you on the quality of the item and how well you *briefly summarize it in your own words*. The ***word-processed*** summary is due at classtime. NO summary will be accepted after the due date unless you have a legitimate excuse and have notified me in advance. (Note: leaving the report in your room is NOT an acceptable excuse!)

**CAUTION--CAUTION**: if using the internet for your NEWS REPORT do NOT necessarily select the first article you pull up. Use some judgement in your search. At a minimum, look at 3 or 4 articles from your region before you select the one you will report on. And, if using the internet your article must come from the LA Times, Washington Post, Baltimore Sun, Christian Science Monitor, Atlantic Constitution, Chicago Tribune, Boston Globe, Newsweek, Time, US News and World Report or the Economist.

On "report" days you will meet in groups and then report the news from your area to the rest of the class.

## NEWS ESSAY (DUE MAY 8, 2001)

The assignment requires you to **write an essay comparing and contrasting how three to four different news sources present a specific event or issue** from the area of the world you have been studying. Your essay must be **at least four pages in length**, word processed and double-spaced.

You should begin by choosing a current event or issue **from your area** and searching for **three to four articles** that cover it. (If you wish, you may use an article that you have already analyzed in a News Report.)

**One article must be from a major U.S. news source**, such as the New York Times, the Washington Post, Baltimore Sun, Los Angeles Times, the Christian Science Monitor, Time, Newsweek or U.S. News and World Report. Beware of and avoid editorials or opinion pieces; you should be looking for **informative reports or news analyses**.

**The other two to three articles must be from non-U.S. news sources. At least one article** should be **from a news source in your area of the world**, preferably from the country in which your news event is occurring. Also, **at least one article** should be **from a third country or region**. Such non-U.S. news sources can be easily accessed through Ecola Newsstand, ([www.ecola.com](http://www.ecola.com)). You might also consider looking at World Press Review (a monthly) and the Economist (a weekly British publication), both of which are available in the university library.

**You must submit copies of all of your articles along with your finished essay to the instructor in class on the due date of Tuesday, May 8.** Please note that **no late papers** will be accepted **after Tuesday, May 15** and **all late papers will be penalized 5% per day late.**

In the essay, you will need to introduce a **thesis** or main idea concerning how your news sources compare overall. Are they similar or different? In what way? And why might that be? The **body** of your essay, which will **support your thesis** with evidence from the articles, must also include historical background on the topic. You should obtain and cite this information from your textbook or an encyclopedia; the citation style is optional, depending on the style employed by your primary academic discipline (Chicago for history, MLA for English, APA for psychology, etc. See handout of examples.) Finally, your **conclusion** should tie your thesis and support together.

If you are in doubt about the articles you have selected you can consult with me before beginning the essay.

**ATTENTION:** On May 15 you should be prepared to briefly (3-5 minutes) report to the class about the topic covered in your News Essay.

## ATTENDANCE AND PARTICIPATION:

Because this is an honors course, **informed participation** in class discussion and activities is expected of every student. To participate in an informed manner requires a) your presence in the classroom and b) your completion of the assigned readings outside the classroom. Please note that the class participation component is worth 10% of your final grade. Also, habitual tardiness, even by a few minutes, will impact your final grade.

GRADES: Your semester grade will be computed as follows:

Map exam	10%	
mid term exam	15%	
3 book quizzes	10%	
<u>All Quiet</u> letter	5%	
Kaplan assignment	5%	
Reaction paragraphs to Handouts or videos		5%
Informed class participation	10%	
News Reports		5%
News Essay	15%	
Final Exam	<u>20%</u>	
	100%	

GRADING SCALE: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = below 60,

STUDENT PROGRESS. You are welcome to see me in my office to discuss your progress in the course. For legal and practical reasons, I will not report grades over the phone or on the internet.

RETURNING EXAMS, PAPERS AND NEWS REPORTS. The instructor will make every effort to promptly grade and return these assignments at the next class. All papers not picked up by the student on the day returned will be placed in a box for pick-up outside the instructor's office (Dunkle 113).

ACADEMIC DISHONESTY. According to the FSU Pathfinder, "Academic dishonesty is defined to include any form of cheating and/or plagiarism." Plagiarism is the use of someone else's words or ideas in writing without giving proper credit. Please familiarize yourself with the guidelines given in the Pathfinder.

## V. SCHEDULE OF CLASS TOPICS AND ASSIGNMENTS

(Dates of quizzes, news reports, exams, term paper are firm. The topic schedule may occasionally vary. If school is canceled on a quiz, exam, or news report day, the quiz, exam or report will be given/presented at the next class.)

- T Jan. 30 Introduction to the Course; Assessment; The World Today; Prologue to the 20<sup>th</sup> Century
- T Feb. 6 Quiz and Discussion Things Fall Apart; "Magnificent African Cake"; "The End of the Old Order" (Goff 1-5, 10-28, 42-53, 68-83)
- T Feb. 13 Map Exam; Causes and Coming of the Great War; The First World War (Goff 108-120) NEWS REPORT #1 DUE
- T Feb. 20 Discussion All Quiet on the Western Front; Revolution: Communism under Lenin and Stalin. All Quiet letter DUE at classtime. (Goff 153-164, 234-238)
- T Feb. 27 Between the Wars: Rise of Fascism and Global Depression (Goff 126-136, 142-151, 178-191, 200-202) NEWS REPORT #2 DUE
- T Mar. 6 Coming of World War Two; World War Two; Decision to Drop the Bomb (Goff 240-252, 254-273)
- T Mar. 13 EXAM; "Master Race"
- T Mar. 27 China; NEWS REPORT #3 DUE (Goff 192-200, 240-247, 348-353, 460-465)
- T Apr. 3 The Cold War (Goff 303-348, 358-367, 441-447)
- T Apr. 10 Quiz and Discussion Nectar in a Sieve; Decolonization: India and Africa (Goff 70-73, 205-213, 353-358, 226-227, 369-381, 478-491)
- T Apr. 17 Guerrilla Wars: Cuba, Vietnam, Afghanistan; A Different Kind of War: Civil Rights in the US & South Africa (Goff 225-226, 534-540) NEWS REPORT #4 DUE
- T Apr. 24 Latin America; The Middle East Conflict; Islamic Fundamentalism (Goff 60-62, 183-192, 327-342, 429-434, 527-528, 383-407)
- T May 1 Quiz and Discussion Requiem for a Woman's Soul; Middle East
- T May 8 PAPER DUE; End of the Cold War; Nationalism (Goff 280-302, 408-412, 492-509, 517-524, 543-549)
- T May 15 Kaplan DUE; Women and Children; General Discussion Contemporary World Problems: "Reports" from News Essays.

**THE FINAL EXAM IS TUESDAY, MAY 22 AT CLASSTIME. IT INCLUDES ALL COURSE MATERIAL COVERED MARCH 27-MAY 15.**