

GARRETT COLLEGE
Twentieth Century World
HIS 121

PROFESSOR:	Beth Luers	OFFICE HOURS:	Mondays	12:00-1:00
OFFICE:	Room 687		Tuesdays	8:30-10:00
PHONE:	301-387-3020		Wednesdays	12:00-1:00
			Thursdays	8:30-10:00
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A. Course Learning Goals

Students will demonstrate the ability to:

1. Analyze and discuss the emergence and subsequent decline of Europe's political, military, and economic dominance in the world.
2. Recognize patterns of history that will enable them to better relate past events to the present.
3. Apply knowledge of the role that gender, ethnicity, race, creed, power, and greed have played in events and issues both historically and in the present through readings and written assignments.
4. Apply information literacy skills through research assignments.

B. Specific Objectives

1. To acquire an understanding of the emergence and decline of Europe's political, military, and economic dominance in the world.
2. To show understanding of some of the effects of colonization, particularly on the colonized.
3. To have an appreciation of the triumph of science and technology and its impact on society.
4. To demonstrate an understanding of some implications of the continued quest for world dominance by the super-powers which emerged after World War II.
5. To learn in a global context the historical role and current issues involving gender.
6. To apply critical analysis to the news.

C. Course Content

1. Europe's Dominance in the World.
2. Crisis and Change of European Dominance.
3. Early 20th Century Economics.
4. Fascism and Nazism.
5. Struggle in Latin and South America.
6. African and Asian Independence and Results.
7. Post-Industrial Society.

D. Textbook and Other Readings

1. Basic Text - Twentieth Century World History by William J. Duiker. Second Edition. ISBN # 0-534-57879-9
2. Other Readings - Night by Eli Wiesel ISBN # 0-374-5001-0

You will be quizzed on Night

Wild Swans, Three Daughters of China
by Jung Chang ISBN # 0-385-42547-3

Read this book and report on it for **extra credit**
You could earn up to **20** points depending on the quality of your work. The points will be added to your test score at the end of the semester. I'll give you questions to concentrate on.

3. **Project:** We will take a more in depth look at Holocaust of World War II. I will divide the class into 3 groups. Each group will concentrate on 1 of the following 3 books:

- a. Leap into Darkness by Leo Bretholz ISBN 978-0-385-49705-3

You will use the book as a springboard to investigate the **Anschluss** in Austria and its aftermath

- b. Sarah's Key by Tatiana de Rosnay ISBN 978-0-312-37084-8

You will use this book as a springboard to investigate the round-up of Jews in Paris 16 July 1942. They were taken to the **Velodrome d'Hiver** (indoor bike course) and then on to **Drancy** (a camp) before being shipped out to **Auschwitz**.

- c. Suite Francaise by Irene Nemirovsky ISBN 1-4000-4473-1

You will use this book as a springboard to investigate the reactions and conditions of French life, Parisian life , when the Germans invaded

All reports will be oral. You will turn in a written summary of your findings with sources. **Do not use Wikipedia.**

E.	Professionalism (see notes).....	10%
	Book quiz & Report.	20%
	3 tests & Vocabulary Quizzes	40%
	1 Comprehensive Final	30%

NOTES

1. **Professionalism:** Every student enrolled in this course is expected to approach the subject matter in a professional manner in line with the standards of a college level course. Students are expected to arrive to class on time, be prepared for class, participate in class discussions, ask questions when content is confusing, and show genuine scholarly interest in the course subject matter. Students must refrain from general rude behavior such as talking while others are speaking, leaving class during the scheduled time period, sleeping in class, and demonstrating behaviors that show a lack of interest in the course content. Points will be deducted from the student’s grade for demonstrating a lack of professionalism. The instructor will make notes on a daily basis related to instances for reduction in course points. You can earn or lose four (4) points a day.

2. Our class begins at 8:30 a.m.. Students arriving more than **ten (10)** minutes after the start of class will be considered late. Two (2) late arrivals equal one (1) absence.

Students who arrive during a quiz may not be allowed to take the quiz. Repeated tardiness is irresponsible and shows a lack of respect for your classmates and for me. Please arrive on time.

3. Our class ordinarily ends at 10:00 a.m.. Please plan to stay for the whole class. Students who must leave early need to have cleared it with me first.

4. There are no excused absences. There are reasons why a student may miss class.

If a student misses **six (6)** classes, he/she will be given an “**F**” for the course right after the sixth class is missed.

Save absences for when you truly need them. They are not freebies.

Athletes may only miss class for games, not for practice. Please remind me when you have a game.

5. Students who miss tests/quizzes may receive a grade of zero (0) for the test/quiz if they have not made arrangements with me ahead of time. A vocabulary quiz will be given at the end of each chapter.

I reserve the right to ask for documentation for your absence.

6. Late work is unacceptable. Your work will be docked 10 points per day, including weekends, until it is turned in.
7. Please contact me for help if you are having a problem with an assignment --- before the assignment is due.

Please note that **plagiarism**, or the misrepresentation of another's work as your own, is stealing and will be penalized heavily. Students found guilty of plagiarism will face the college's penalty for academic dishonesty.

8. Garrett College is a caring community, so please use the resources it offers you: your professor, the library, the Writing Lab, and tutoring services.
9. I encourage debate and discussion. Healthy, vigorous discussion is essential to critical thinking and learning, but it does not give one license to attack or to ridicule. You may be asked to leave the class if you engage in persistent, disruptive behavior that impedes the learning process. I will give one (1) warning. After that, you will be asked to leave, and you will be marked "absent".

Constructive comments, facts are always welcome. Please remain civil, courteous, and respectful.

10. Cell phones, beepers, text messengers, ipods, MP3, MP4 players, etc. must be **turned off** during class. If you use them during class, I will take the cell phone, etc and place it on my desk until class is over. It is rude to use these during class, and they are distracting to others.

If you bring any of these to class on the day of a test, I will have you place them on my desk until the test is over.

11. No food is allowed in class unless you bring enough for all. You may have a drink with a cover.
12. Students may tape the class to help with review at home.
13. I will take ½ point off for every misspelled word on a test or other written material. You may bring a dictionary, a spell checker, or a dictionary to the test for the essay section only. You may also ask me how to spell a word.
14. Because of **severe** allergies, please refrain from wearing perfume or cologne to class.

Other Information

1. Each student must get a user name and password from the IT Department if you haven't already received yours. Go to Room 310 and ask for Sue Smith.

You need these to access your Garrett College email account. All communication from me to you and from you to me is through this email address. You will receive your grades at the end of the semester through your Garrett College email account.

2. The Garrett College catalogue is on the internet.
3. In the near future, students will be able to use their Garrett user name and password to enter a portal and gain access to their unofficial transcripts and a copy of their schedules.
4. The Garrett Library is offering ebooks through the ebrary.

Course Content

Week of:

Assignment

8 September 2010	Introduction and Chapter 1, "Rise of Industrial Society", p. 2
13 September	Finish Chapter 1 Chapter 2, "Africa and Asia in an Era of Western Dominance", p. 26
20 September	Finish Chapter 2
27 September	Begin Chapter 3, "East Asia Under Challenge", p. 50
4 October	Finish Chapter 3 ▶ <u>Test on Chapters 1, 2, 3</u>
11 October	Chapter 4, "World War I", p.74
18 October	Finish Chapter 4
25 October	Chapter 5, "Africa, Asia, & Latin America from 1919-1939", p. 97

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| 1 November | Chapter 6, "World War II", p. 123 |
| 8 November | Finish Chapter 6 |
| 15 November | ▶ <u>Test</u> on Chapters 4, 5, 6
* <u>Quiz</u> and Discussion of <u>Night</u> |
| 22 November | Chapter 7, "Cold War" p. 154 |
| 24-28 November | Thanksgiving Break |
| 29 November | Project Reports on various aspects of Holocaust due
Finish Chapter 7 |
| 6 December | ▶ <u>Test</u> on Chapter 7
Review, if time allows |

Academic Honesty

All forms of academic dishonesty are causes for dismissal from the institution. The penalty is course failure and College expulsion. The individual may request re-admittance to the institution. However, re-admittance is not automatic, nor is it guaranteed.

- ▶ cheating which includes the willful giving of information to another person for purposes of evaluation or assignment completion as well as the receipt of information or work from another individual or reference source not permitted in a testing situation
- ▶ plagiarism which involves taking/copying work from a reference and passing it off as one's own work
- ▶ submitting papers or other assignments written by another person
- ▶ accessing and submitting the work of another person via computer technology
- ▶ using cell phones for verbal information and/or text messaging
- ▶ removing evaluation materials from offices, mailboxes, etc.
- ▶ falsifying signatures of supervisors of projects on or off campus
- ▶ changing answers, grades, etc., on a quiz, test, paper, or project

Academic Grading System

Each student's academic progress is evaluated and reported at the end of each semester. GC faculty support students in every way possible. However, effort alone is not a basis for grading. Students are expected to meet stated standards of the course.

GC uses a plus (+) and minus (-) grading system to more accurately reflect a student's level of achievement/performance in a course. These grades have the following equivalent quality points which are used in computing a student's semester and cumulative grade point averages.

A	(93-100%)	is equal to	4.0 grade points
A-	(90-92%)	is equal to	3.7 grade points
B+	(87-89%)	is equal to	3.3 grade points
B	(83-86%)	is equal to	3.0 grade points
B-	(80-82%)	is equal to	2.7 grade points
C+	(77-79%)	is equal to	2.3 grade points
C	(73-76%)	is equal to	2.0 grade points
C-	(70-72%)	is equal to	1.7 grade points
D+	(67-69%)	is equal to	1.3 grade points
D	(63-66%)	is equal to	1.0 grade points
D-	(60-62%)	is equal to	0.7 grade points
F	(0-59%)	is equal to	0.0 grade points

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Wild Swans – Some questions to keep in mind as you read for extra credit

Questions for Review, Part I

1. What is a *mandarin*? Why did young men want to become one? p. 22
2. Why did a boy marry someone older than himself? p. 22
3. Discuss marriage practices. pp. 22-23
 - ▶ betrothals
 - ▶ ages of those marrying
 - ▶ duties
 - ▶ naming of children
 - ▶ love
4. What kind of world was the grandmother born into? What was life like in China at that time? p. 23
5. Identify: PuYi, Sun Yat-sen, “three-inch lillies”, Xue, Chiang Kai-shek, Mao Zedong
6. Explain foot-binding. What was it? How was it done? Why?
7. How did life for women change over time?
8. Who was Dr. Xia, and what did he do for the grandmother?
9. Why did Dr. Xia’s son kill himself? pp. 48, 49
10. What political changes came to China during this time?
11. How did these changes affect the family?
12. What was life like under the Japanese?
13. Explain the *Kuomintang*.
14. What was life like under communism? Was it better than the Japanese, the Kuomintang, or the emperor?

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***Wild Swans, Part II* - pp. 150-281**

Questions for Review

1. In Chinese Communism, they felt all should abide by the rules. Give an example of this. p. 163
2. What kind of Communist did the “mother” make? p. 164
3. What was the purpose of the Communist Party’s intrusion into people’s lives? p. 164
4. What was the land reform law passed by the Communists? p. 166
5. What changes came about because of Mrs. Ting? p. 170, 171
6. What was home life, family life like under Communism? p. 174
7. Give examples of why the mother felt that her husband did not act in her best interests. p. 176
8. Was the “father”, as governor of Yibin, fair and just to all? p. 180, 181
9. Explain the grading system of the Communist Party and how it affected the “mother”. p. 181
10. What was the “Three Antis Campaign” and its purpose? The “Five Antis”? p. 182, 183
11. What brought about the end of individual expression in China and who were the targets? p. 196
12. Why was the “mother” placed in detention and for how long? Why didn’t her husband call her? p. 201
13. Explain nationalization and how it affected the “grandmother”? p. 206
14. What was Mao’s solicitation of criticism really supposed to do? p. 212
15. How was the Chinese society regimented by Mao? How did regimentation negatively affect China? p. 225, 226
16. How well did Mao manage the economy in the mid to late 1950s? Ch. 12
17. What caused the famine? How did the people cope? pp. 232, 233, 234
18. What were Mao’s views on birth control? Did those views change? p. 237
19. What changes did Deng Xiaping make in 1961 to improve Chinese life? p. 239
20. In the 1960s, give examples of how the Communist hierarchy led privileged lives. pp. 245, 246
21. How were the parents different with their children in the 1960s? Why? pp. 251, 252

Wild Swans, Questions for Review Part II

22. Could the expression “the more things change, the more they stay the same” be applied to the Communist China? Why? p. 253
23. How did Mao win back the confidence of the people after the famine?
Ch 14, p. 258, 259, 262
24. What caused the split between China and the U.S.S.R.? p. 268
25. Explain “class enemies”. Who were they? p. 274+
26. What was the “Cultural Revolution” and the Little Red Book? p. 275, 278
27. What was the campaign against teachers? How did the pupils react? p. 280, 281
28. How did the “father’s” views on Communism change over time?

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Wild Swans

Questions to Consider on *Wild Swans*, Part III

1. Who were the **Red Guard** and what did they do in the name of Mao?
2. What was Mao's *Little Red Book*?
3. Why did Mao wish to remove authority from the **Party**? How did he go about that?
4. Who were Mao's initial victims? What happened to them? Why were they attacked?
5. What did Mao really want from all this?
6. What was the **Cultural Revolution**?
7. How did the actions of the Red Guard and the Cultural Revolution affect the daughter?
8. How did the father react to the Cultural Revolution? What ultimately happened to him?
9. What role did fear play in the lives of the people? What was the point?
10. What happened to the family members during this time of upheaval and by the end of the book?

****Questions to cover in your Report:**

1. What changes did China experience in the 20th century? Were these changes good for China?
2. Does the expression, "The more things change, the more they stay the same." Apply to China?
3. What did you learn about China that was surprising to you?
4. What effect did Mao have on the people of China?
5. How did the **Cultural Revolution** affect the life of the Chinese?

