

**San José State University
History Department
Hist155-01 (28225), 20th Century World, Spring 2022**

Zoom link for remote class—January 26-February 9:

<https://sjsu.zoom.us/j/85739850520?pwd=d1lxQnMyZWtVQ3VVOFNQdUJKZTNHUT09>

Passcode: 151407

Instructor: Prof. Allison Katsev

Office Location: DMH 140

Telephone: 408-924-5508

Email: Allison.Katsev@sjsu.edu
Please, feel free to e-mail me or come to office hours with any questions you have, big or small!

Office Hours: W 12:00pm-1:00pm
Due to university COVID precautions:
office hours will be held Via Zoom:
<https://sjsu.zoom.us/j/87600341061?pwd=VjdldVd2cWRaOEFvSVJxcnZ4L1NiZz09>
Passcode: 601016

Also via email and by appointment

Class Days/Time: MW, 9:00AM-10:15AM

Classroom: **January 26-February 9:**
<https://sjsu.zoom.us/j/85739850520?pwd=d1lxQnMyZWtVQ3VVOFNQdUJKZTNHUT09>
Passcode: 151407

Beginning February 14: DMH 163

GE/SJSU Studies Category: SJSU Studies Area (V)

Faculty Web Page and MYSJSU Messaging

Course materials (the syllabus, quizzes, guidelines for assignments) may be found on the course website on Canvas. You are responsible for regularly checking email for important messages about the class.

Course Description

Global perspectives on a century of scientific progress that also saw the violent deaths of millions, with emphasis on the decline of traditional imperialism and the ideological contention that led to World War II and the Cold War. GE Area: V Prerequisite: Prior to enrollment, all SJSU Studies courses require completion of core GE, satisfaction of Writing Skills Test and upper division standing. Pre/Co-requisite of a 100W course is strongly recommended for enrollment in Areas R, S, and V.

The 20th century was a time of revolutionary scientific and technological advancement and social change, but it was also a time of extreme violence and ideological contention. This course examines the history of the recently ended century from a global perspective. Key questions in this class include the following: if the 20th c. was so modern, why was it so violent? How have science and technology changed who we are and how we relate to each other? Why do we buy things made in distant places...and so what that we do? How and why have some resisted the promises of modernity? Is globalization really another example of western imperialism--or are we participating in a new, truly global era?

Focusing on global history in the twentieth century, students will receive an appreciation for human expression in cultures outside the U.S. and an understanding of how that expression has developed over time. Additionally, students will understand how traditions of cultures outside the U.S. have influenced American culture and society.

This class will be taught remotely, synchronously through the week ending February 11. That means that we will meet via Zoom at the scheduled class time. You are expected to participate in this class as you would if we were meeting face-to-face. Beginning on February 14, it will be taught in person. During class, both remote and in person, I will introduce material and students will participate in active discussion and analysis of the material.

IF YOU HAVE ANY TECHNOLOGICAL ISSUES (FOR EXAMPLE, NO MIC) PLEASE LET ME KNOW AND WE'LL FIGURE OUT A WORK AROUND (FOR EXAMPLE, CONTRIBUTING VIA THE ZOOM CHAT OR BORROWING EQUIPMENT). SJSU has a free equipment loan program (<https://www.sjsu.edu/learnanywhere/equipment/index.php>) available for students.

Course Goals and Student Learning Objectives

SJSU Studies Learning Outcomes

On successful completion of this SJSU Studies Area (V) course, students will be able to:
From timed essays on exams and a final comparative essay:

1. Compare systematically ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S (GELO 1);
2. Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture. (GELO 2);

From a critical analysis essay:

1. Explain how a culture outside the U.S. has changed in response to internal and external pressures. (GELO 3).

Course Learning Outcomes (CLO's)

In addition to the above GE Learning Outcomes, upon completion of this course, students will be able to:

Based on discussion and timed exams:

CLO 1: Demonstrate an understanding and appreciation of different ideas, cultures, values, religions, institutions, languages and peoples of the world;

CLO 2: Address the civic relevance of topics discussed in class in an appropriate manner;

CLO 3: Demonstrate their ability to articulate and discuss their values and engage in civil discourse;

Based on two essays:

CLO 4: Write evidence-based essays that are grammatical, clear, concise and coherent.

Required Texts/Readings

Textbooks

ALL are available for purchase through the Spartan Bookstore or their website.

NOTE: *The Travels of a T-Shirt and World History: A Concise Thematic Analysis* are available for free online via the Leganto link on our Canvas website.

- 1) Getz, Trevor, and Liz Clarke. *Abina and The Important Men: A Graphic History*, second edition. Oxford: Oxford University Press, 2015. (ISBN 9780190238742).
- 2) Rivoli, Pietra. *The Travels of a T-Shirt in the Global Economy*, second edition. Hoboken, NJ: John Wiley & Sons, Inc.: 2014. (ISBN 9781118950142)
(First edition is also fine!)
- 3) Wallech, Steven, Touraj Daryaee, Craig Hendricks, Anne Lynne Negus, Peter P. Wan, and Gordon Morris Bakken, *World History: A Concise Thematic Analysis*, Volume 2, Second Edition. Malden, MA: Wiley-Blackwell, 2013. (ISBN: 9781118532720).
- 4) Zamyatin, Yevgeny. *We*. Trans. by Clarence Brown. New York, Penguin Books, 1993. (ISBN: 9780140185850)

Course Requirements and Assignments

- 1) **FIRST ESSAY,**
ROUGH DRAFT DUE FEBRUARY 9 AT 8:30AM (SHARE AS A GOOGLE DOC WITH ME at allison.katsev@sjsu.edu);
FINAL VERSION DUE FEBRUARY 16 AT 8:30 AM (One page double-spaced; electronic copy submitted on Canvas). (10% of grade). Using *Abina and the*

Important Men, explain the verdict in Abina's case. Examine 1-2 reasons that the case turned out as it did, and connect your findings to one of our course's key questions.. Guidelines are available on Canvas.

- 2) **MID-TERM EXAMS, MARCH 14 (20% of grade) AND APRIL 13 (20% of grade)**: Short answer and multiple choice questions, and extended essays covering the theme of the past weeks. Details are posted on-line to guide your reading and help you prepare for the exams. **BRING ONE LARGE GREENBOOK. NO NOTES OR BOOKS, EXCEPT, IF YOU'D LIKE, YOU CAN ALSO BRING A PIECE OF NOTEBOOK PAPER (8 X 11) WITH HANDWRITTEN NOTES ON BOTH SIDES THAT YOU'LL TURN IN WITH THE EXAM.**
- 3) **FINAL ESSAY: DUE FRIDAY, MAY 20, AT 9:30AM ON CANVAS (5-6 PAGES); (25% of grade)**: As a final project, you will choose one of the key questions for the class and answer it using at least three of the sources (texts or films) we've used this semester. This essay will be turned in at the time at the time allotted by the university for an exam. There will be no other final exam. Specific requirements will be provided well in advance of the due date.
- 4) **CLASS PARTICIPATION INCLUDING HOMEWORK (25% of grade)**: You should come to class having done the assigned reading and even prepared questions of your own. If two chapters are assigned together, you should do all the reading before the first lecture. You should also have with you all of the readings due that day. Even if a class is listed as "lecture," if time permits we will discuss issues raised in my presentation. Take advantage of opportunities to participate actively in the class. Excellent ways of contributing to the class: listening carefully to others, sharing your ideas, asking questions, responding to others' thoughts, participating in small group activities.

HOMEWORK: In addition to assigned readings, exams, and essays, you have two other assignments. These two assignments will be wrapped into your participation grade. **DUE FEBRUARY 9:** Rough draft of first essay. **DUE MAY 11:** One page write-up on the travels of something you own. Also, you should be prepared to share your findings with members of the class. Guidelines are posted on Canvas.

If you have any technological issues (such as no mic), please let me know so we can figure out how to work around that.

This course focuses on learning through active engagement. The first five class sessions, held over Zoom, will be recorded and I'll post those recordings on Canvas. These will be an excellent resource if you want to review a class meeting or if you have to miss class. But viewing these recordings is not a replacement for participation. No in person classes will be recorded. If you have circumstances beyond your control that lead to you missing many classes, please talk to me as soon as possible so we can decide what sort of adjustments are appropriate for you to make up your participation.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

FINAL ESSAY: DUE FRIDAY, MAY 20, AT 9:30AM ON CANVAS

(5-6 PAGES); (25% of grade): As a final project, you will choose one of the key questions for the class and answer it using at least three of the sources (texts or films) we’ve used this semester. This essay will be turned in at the time at the time allotted by the university for an exam. There will be no other final exam. Specific requirements will be provided well in advance of the due date.

Grading Information

Determination of Grades

Grades on assignments will be regularly updated on Canvas. You can always email with questions about your current grade.

Letter grades are assigned as follows:

A plus = 97 to 100 points

A = 93 to 96.99 points

A minus = 90 to 92.99 points

B plus = 87 to 89.99 points

B = 83 to 86.99 points

B minus = 80 to 82.99 points

C plus = 77 to 79.99

C = 73 to 76.99 points

C minus = 70 to 72.99 points

D plus = 67 to 69.99

D = 63 to 66.99 points

D minus = 60 to 62.99 points

F = below 60 points

Weighting of Assignments

Exams: 40%; Papers: 35%; Participation: 25%.

Policy on Late Work: Late papers will be marked down 1/3 grade for each day late. For example, a B will be reduced to a B- if turned in one day late. I do not grant extensions except in cases of unforeseeable circumstances. If such circumstances arise, you should contact me immediately. For the second essay, in order to get grades in at the end of the

semester, I will not accept any papers after the due date except in truly unforeseeable circumstances. If such circumstances arise, you must contact me immediately.

Classroom Protocol

You are expected to arrive to class on time. Do not use cellphones, texting, or email in class. Everyone in the class must wear a mask over mouth and nose at all times. Do not eat or drink in class.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>?. Make sure to visit this page, review and be familiar with these university policies and resources.

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12--7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Hist155-01 / Twentieth Century, Spring 2022 Schedule

The schedule is subject to change with fair notice via email and in class.

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|---------------------------------------|---|
| 1 | Jan. 26 (via Zoom) | Introduction: Making Sense of the World in the Twentieth Century |
| 2 | Jan. 31 (via Zoom) | <u>THEME I: THE WEST IN THE WORLD</u> (Lecture) The Industrial Revolution and the Rise of the West Reading: START READING ABINA, due Feb. 7 (optional reading: <i>World History</i> , p.478-482, and ch. 22) |
| 2 | Feb. 2 (via Zoom) | (Lecture) Imperialism in the Late 19th Century Reading: CON'T READING ABINA (optional reading: <i>World History</i> , chs. 25-26) |
| 3 | Feb. 7 (via Zoom) | (Discussion) Abina and the Important Men Reading: FINISH READING ABINA |
| 3 | Feb. 9 (via Zoom) | <u>DRAFT OF ESSAY 1 DUE BY 8:30AM</u> <u>SHARE AS A GOOGLE DOC WITH ME</u> <u>(allison.katsev@sjsu.edu)</u> *In-class peer review of essay on Abina |
| 4 | Feb. 14 (begin in-person meetings) | <u>THEME II: WAR AND PEACE</u> (Lecture) World War I Reading: <i>World History</i> , Ch. 27 |
| 4 | Feb. 16 | (Lecture) Promising Alternatives After War Reading: <i>World History</i> , Ch. 28-29 WRITING ASSIGNMENT #1 DUE <u>FEBRUARY 16 AT 8:30 AM ON CANVAS</u> (1 page double-spaced).). How do you explain the verdict in Abina's case? Examine 1-2 reasons that the case turned out as it did, and connect your findings to one of our course's key |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|---------|---|
| | | questions. Guidelines will be posted at the beginning of the semester. |
| 5 | Feb. 21 | (Lecture) Another World War Reading: <i>World History</i> , Ch. 31 |
| 5 | Feb. 23 | (Lecture) After WWII: The Cold War and Decolonization Reading: <i>World History</i> , Chs. 30, 32 |
| 6 | Feb. 28 | FILM: The Lives of Others (2006) Reading: Time to catch up on <i>World History</i> . |
| 6 | Mar. 2 | FILM: The Lives of Others (con't) Reading: Time to catch up on <i>World History</i> . |
| 7 | Mar. 7 | (Lecture) After the Cold War: A New Peaceful World Order? AND Discussion of Lives of Others Reading: <i>World History</i> , Chs. 33 |
| 7 | Mar. 9 | Open office hours; time to study for midterm exam |
| 8 | Mar. 14 | Mid-Term Exam (20% of course grade). Bring 1 large green book. You can have an 8 X 11 piece of notebook paper with handwritten notes on both sides *Multiple Choice and short answer on information from lectures, reading and film presented in Theme II (Feb. 14-Mar. 7) *Extended essay questions on broader themes of course |
| 8 | Mar. 16 | <u>THEME III: UTOPIAN DREAMS</u> (Lecture) Worker and Peasant Revolutions Reading: Start Zamyatin, <i>We</i> (due Apr. 11). |
| 9 | Mar. 21 | (Lecture) In Search of Ethnic Purity: Germany, Rwanda and Genocide Reading: Continue reading Zamyatin, <i>We</i> . |
| 9 | Mar. 23 | (Lecture) Revolutions in the Name of Religion Reading: Continue reading Zamyatin, <i>We</i> . |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|---------------------|---|
| 10 | Mar. 28- Mar. 30 | SPRING BREAK |
| 11 | Apr. 4 | FILM: Persepolis (2007) Reading: Continue reading Zamyatin, <i>We</i> |
| 11 | Apr. 6 | FILM/Discussion: Persepolis (2007) Reading: Continue reading Zamyatin, <i>We</i> |
| 12 | Apr. 11 | (Discussion) Zamyatin, <i>We</i> |
| 12 | Apr. 13 | Mid-Term Exam (20% of course grade). Bring 1 large green book. You can have an 8 X 11 piece of notebook paper with handwritten notes on both sides *Multiple Choice and short answer on information from lectures, reading and film presented in Theme III (Mar. 16- Apr. 11) *Extensive Essay questions on broader themes of course |
| 13 | Apr. 18 | <u>THEME IV: IT'S A SMALL WORLD AFTER ALL</u> (Lecture) Western Science and the World Reading: Start reading <i>Travels of a T-Shirt</i> (due May 2) |
| 13 | Apr. 20 | (Lecture) A World of Shoppers? Reading: Continue reading <i>Travels of a T-Shirt</i> |
| 14 | Apr. 25 | (Lecture) Humanitarianism: Origins and Issues Reading: Continue reading <i>Travels of a T-Shirt</i> |
| 14 | Apr. 27 | (Lecture) The Future of Democracy Reading: Continue reading <i>Travels of a T-Shirt</i> |
| 15 | May 2 | (Discussion) Rivoli, <i>The Travels of a T-Shirt</i> Reading: Finish <i>The Travels of a T-Shirt</i> |
| 15 | May 4 | (Lecture) Testing World Orders: North Korea... No new reading |
| 16 | May 9 | Time for Consultations on Writing with Professor |
| 16 | May 11 | (Presentations)—The Travels of your.....? DUE AT THE BEGINNING OF CLASS. A one-page write up on some item you own (guidelines posted at course website). |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------|-------------------------|--|
| | | <u>Be prepared to share your findings in class.</u> |
| 17 | May 16 | Conclusions: Lessons of the Twentieth Century? |
| Final Essay | Friday, May 20, 9:30 AM | <p><u>DUE FRIDAY, MAY 20, AT 9:30AM ON CANVAS</u></p> <p>As a final project, you will write a 5-6 page essay in which you choose one of the key questions for the class and answer it using at least three of the sources (texts or films) we've used this semester. Guidelines will be posted on Canvas.</p> |