



The Czech Daily's top story on the front page is the brutal assassination of Franz and Sophia Ferdinand on June 28, 1914 (Courtesy RTE, accessed January 22, 2018, <https://www.rte.ie/news/special-reports/2014/0627/627038-in-pictures-the-assassination-of-franz-ferdinand/>).

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TTH; 12:30 P.M. to 2:00 P.M., 3:30 P.M. to 5:00 P.M.,
and/or by appointment.

Please be advised that prearranged meetings, special engagements, important errands or emergencies may take me away from the office during preset conference times; if this happens, please contact me by phone, email, or in person to schedule a meeting date.
Address for correspondence: Bernadette Pruitt, PhD, Associate Professor of History, Department of History, Sam Houston State University, Academic Building Four, P. O. Box 2239, Huntsville, Texas 77341-2239

REQUIRED READINGS:

Hallock, Stephanie. *The World in the Twentieth Century: A Thematic Approach*. New York: Pearson, 2017. ISBN: 9780136032533.

RECOMMENDED REQUIRED READINGS:

Gaddis, John Lewis. *The Cold War: A New History*. New York: Penguin, 2006.
ISBN: 9780143038276. Kindle Edition ASIN: B000SEI9MY

Halberstam, David. *Ho*. With a new preface by the author. New York: McGraw-Hill, 1971; New York: Rowman and Littlefield, 2007. ISBN: 9780742559936

Mandela, Nelson. *Long Walk to Freedom*. New York: Bay Books, 1994.
ISBN-13: 9780316323543

Nazario, Sonia. *Enrique's Journey*. Trade Paperback Edition. New York: Random House, 2014. ISBN: 978-0812971781. ISIN: B000N2HCLU.

Wilkerson Isabel. *The Warmth of Other Suns: The Epic Story of America's Great Migration*. New York: Random House, 2010. ISBN: 0679763880. ISBN-13: 9780679763888. Paperback.

REQUIRED REFERENCE WORK:

University of Chicago. *The Chicago Manual of Style Online: The Essential Guide for*

Writers, Editors, and Publishers, 17th ed. Chicago: University of Chicago Press, 2017.
From Newton Gresham Library, <http://www.chicagomanualofstyle.org/home.html>.

Students may purchase the reading materials at the Barnes and Nobles Bookstore on campus, area bookstores near the university or directly through the Kendall/Hunt website listed above. All readings are on reserve in the Newton Gresham Library on campus. In addition, consider purchasing the notebook version of this text as well as know that students can also rent textbooks for a more affordable price.

COURSE DESCRIPTION:

This course attempts to familiarize undergraduates with twentieth-century world history, from the turn-of-the-century to the passing of the new millennium. Students will examine important historical developments such as imperialism, industrialism, class conflict, socialism, immigration, urbanization, despotic governments, the world wars, feminism worldwide, race and ethnicity, postwar nationalism, Cold War geopolitics, Middle East diplomacy and warfare, and the roots of 9/11. While the course largely examines modern-era and early contemporary world history, the class also discusses current issues as specific events relate to earlier historical periods. The central theme of the course is the relationship between imperial powers and their subjects seeing independence. This class examines the following topics:

The Great Imperial Powers and Their Nascent Rivals

- The British Empire
- The French Empire
- Italy
- Germany
- Austria-Hungary
- Russian Empire/USSR
- The Ottoman Empire
- The United States
- China
- Japan
- Spain

Revolutionaries

- Nationalists and Communists in China
- Cuba
- The Philippines
- Puerto Rico
- Guam
- Abyssinia
- Serbia
- The Baltic
- The Balkans
- Western Asia
- India
- South Africa
- Southeast Asia
- Korea
- Poland
- Asia

- Africa
- Latin America
- Science and Technology during the Second Industrial Revolution
- Radicalism and the Rise of Socialism
- The Rise of Communism
- The Racial and Gender Dimension
- The World at War [World War I]
- The Interwar Quagmire
- World War II
- The Cold War and Its Hot Wars
- The Nationalist Challenge to Imperialism
- Western Asia/The Middle East on High Alert
- Détente in the Cold War Saga
- Expanding the Revolutionary Spirit
- The End of the Cold War
- 9/11 and Its Implications
- Into the New Millennium

The instructor has divided the lectures into two components. Part One, *The Age of Empire Building, 1900-1945*, examines the diplomatic, political, and socioeconomic history of the twentieth-century world, from the end of the nineteenth century through World War II. The end of the nineteenth century and start of the twentieth century witnessed the rise of spheres of influence among the great world powers. These nations used their military and diplomatic might to extract resources and territory from developing regions and locales, mostly in Eastern Europe, Africa, Asia, the Pacific, Latin America, and the Caribbean. For some, imperialism provided subjects with the remnants of societal stability through economic development, manufacturing, cultural appropriation, infrastructure, public health, literacy, western religion, etc. The great powers used these resources to build infrastructure, create industry, establish social welfare, increase wages and salaries, bolster cultural heritages, improve compulsory education, and provide higher standards of living in their home countries. Higher standards of livings also benefitted a miniscule number of elites from the faraway territories that naturally maintained or produced the resources world powers coveted, e.g., oil, iron ore, rubber, metal, gold, diamonds, copper, salt, coffee, cotton, land, ivory, silk, workers, etc. In truth, wealthier, industrialized nations usually used their military and diplomatic influence to subjugate powerless peoples to safeguard their interests. Furthermore, rivalries flared up quite often and inspired regional instability and war. Sometimes this tendency led to longstanding wars fought simultaneously on multiple continents. World War II with its death toll of eighty million immediately comes to mind as an example of such horror. Whether predicated on economic determinants, racism, gender exploitation, geopolitical interests, or all the above, these actions inspired both the transference wealth and global instability. Part Two, *Revolutionaries Dismantle Imperialism*, juxtaposes the Atlantic Charter of 1941 and its symbolic emphasis on Self-Determination with the continuum of warfare and chaos that followed World War II as nations sought independence. The decision to secure liberation from imperial powers regrettably proved challenging for nations in Eastern Europe, Africa, Asia, the Caribbean, the Pacific, and Latin America. Often regional hot wars and civil wars broke out as opposing sides attempted to find solutions to systemic problems such as dependency on foreigners, poverty, illiteracy, political instability, and global inequality. The central theme of the course is the ongoing struggle for legitimacy and supremacy between empires and nationalist movements led by subjects seeking independence and freedom, even today in the twenty-first century.

COURSE OBJECTIVE:

The class objective is simple: to encourage a sincere appreciation for recent and contemporary twentieth-century world history, especially as it relates to the personal histories of the world's collective global citizens—past and present. It is imperative that students remember the sacrifices individuals and groups have made in the past and for the benefit of others including their unborn descendants—people such as ourselves. The class therefore draws attention to the recognizable and unsung heroines and heroes including our own ancestors of world history and their role in shaping historical events. In addition, the course concentrates on the specific outcomes of these actions and moments of relevancy on society today.

Special Commemorations/Major Course Themes

This semester the course observes several historical events of importance: 1) the Second Industrial Revolution and global imperialism, 2) the centennial of World War I, 3) nationalism and independence in the wake of the Cold War, and 4) internal migration and immigration. The instructor begins the course with imperialism. The Second Industrial Revolution, which began in western Europe, peaked in the turn of the century when the United States' industrial output outnumbered several of its rivals. For Europe, the abundance of raw materials and minerals from other territories and countries outside the continent meant the confluence of continued economic and military growth. Although industrialism benefitted these countries, it also spearheaded surging economies in Mexico, Japan, and several other places outside Europe and the United States. Regrettably, the Second Industrial Revolution took a huge toll on the people living in the territories and nations whose natural resources fueled the success of imperialists.

These actions spurred rivalries in Africa and Asia as well as influenced deep-seated animosity that eventually propelled the anticolonial movements of the twentieth century. The era of nationalism that took effect in the early twentieth century, especially after World War I, paved the way for wellsprings of purposeful liberation movements, the first being Mohandas Gandhi's nonviolent civil disobedience of India in the late nineteenth and early twentieth centuries. India, the first colonial possession to secure independence in 1947, lit the match for an international movement. Interestingly, the nationalist tendencies of nations after World War I sometimes dovetailed with the Cold War crisis, which divided the world into spheres of influence, with one being directed by United States and the other, by the dictates and actions of the Soviet Union. Sometimes developing nations found themselves in the middle of geopolitical fights. Seeking aid to finance their new national governments, often nations agreed to secure resources from the Union of Soviet Socialist Republics (USSR). Regrettably, nations sided with one global power over the other only to find themselves vulnerable to outside criticism, attacks, or worse. Sometimes this criticism evolved into outright violence.

The class also recognizes World War I. Four years ago, on June 28, 2014, the world recognized the centennial of the assassination of Franz Ferdinand, the nephew of the king of Austria and heir-apparent to the throne. His assassination by a Bosnian student named Gavrilo Princip prompted one of the world's great tragedies, the Great War, later known as World War I. In fact, it was August 4, 1914, when Great Britain declared war on Germany, sparking the four-year bloodbath that took the lives of seventeen million people. Europe on August 4, 2014, commemorated this historic event as well as recognized the peace that eventually came to the continent decades later following the end of the Cold War, even while tremors remain in the wake of the crisis in Ukraine, a

more powerful Russia, mounting concerns over NATO's future, terrorism, and heightened xenophobia. This semester the class also remembers the United States' entry into World War I, which came on April 6, 1917. Although mobilization took nearly nine months, the Allied Forces of Europe appreciated the actions of United States doughboys and sailors. Even while the United States staunchly maintained racial segregation, for example, the French cared very little about such issues and treated Black men with a great degree of dignity. Four million Americans joined the war effort as volunteers and draftees. Some 111,000 Americans of the United States sacrificed their lives and died during the bloody conflict, with some succumbing to diseases and infections such as the influenza pandemic of 1918. Following the war, many Americans held strong views about creating solutions to ensure that another calamity would never again happen, with some traveling to Europe to get the ear of Woodrow Wilson about such issues. Many, many more, though, felt compelled to move the nation toward an isolationist tone and supported the country removing herself from the affairs of Europe and the world. We will also discuss the impact of the United States' actions in the war as well as pontificate on the global tragedy's aftermath and lingering legacy in history.

Finally, the world's diverse citizenry of the last century and today represents the beauty and splendor of world history and civilization. Specifically, the class highlights the trueness of internal migration and immigration as legitimate modes of population advancement and change. Internal migration and immigration in the twentieth century played huge roles in shaping the success of nations. In this instance, the United States especially comes to mind. The developing nation grew significantly following the Civil War and Reconstruction, epochs that owe much to the concomitant phenomena, immigration/internal migration. The sixty-two million newcomers who have crossed rivers, oceans, and borders to secure socioeconomic opportunities and political asylum since the late nineteenth century, along with the scores of millions of internal migrants who weathered cold climates, uncomfortable train rides, danger, and relationship breaks, to find economic, social, and political opportunities, will be at the center of many of our discussions this semester. The comparison/contrasts of these groups to immigrants who entered British North America and the USA prior to the Civil War or last quarter of the nineteenth century—including forced immigrants/migrants—are riveting at best.

By remembering these "old immigrant," "old new immigrant," and contemporary-new-immigrant migratory and settlement patterns, students will perhaps take glimpses into their own personal pasts. We will also discuss the ways in which the past correlates with the present. How do we view immigrants today in the early twenty-first century? Will we see historic immigration reform in the next few years? If so, what will our responses to these measures possibly tell us about our acceptance of others or ourselves? Should certain groups be banned from entering the United States due to growing terror crises facing the nation as some have recommended? Why or why not? Should the nation permanently halt immigration for good? Will Americans support tax-dollars going to the construction of a wall along the U.S. Southwest-Mexico Border? Should Deferred Action for Childhood Arrivals (DACA) immigrants be allowed to remain in the United States as legal residents or citizens? Why or why not? And what are your thoughts on emigration? Other nations deal with these issues too. We will discuss this issue in detail this semester.

Historical Dissemination

In addition, students will also become familiar with research methods—both the types of source materials used by historians and the ability to disseminate history using historical information. The

course furthermore attempts to acquaint students with the thin line between historical facts and factual interpretation. Individuals—both members of the lay public and professional scholars—interpret facts in varying ways, depending on a litany of factors—socioeconomic class, education, environment, gender, race, ethnicity, relationship to historic event, etc. For this reason, students must understand that historical interpretations of factual events vary in this discipline. Historians will continue to debate history—historical accuracy, the effectiveness of source materials, and factual interpretations—for years to come. One must nevertheless always strive for objectivity and sensitivity when disseminating the truth. Finally, I want students to leave this course with a better appreciation for modern U.S. history and historical writing/research as well as other related humanities/social science fields of study. The research and writing requirements for this course are designed to better prepare students for graduate work, professional school as well as careers in the social sciences, behavioral sciences, civil service, arena of NGO's, and education. Know the splendor of history, especially as it relates to your own treasured genealogical pasts.

Undoubtedly, students should leave this course with a deeper understanding of modern United States history. History, in many ways, charts destinies. A fuller understanding of historical developments should propel individuals to promote more fulfilling lifestyles—discipline, sacrifices, community agency, charity and valuing righteousness.

Major Objectives in brief:

- *Encourage sincere appreciation for the twentieth-century world
- *Commemorate the Second Industrial Revolution, imperialism, nationalism and revolution, World War I, and immigration/internal migration
- *Remember the sacrifices made by the world's global citizens including our loved ones
- *Introduce students to the dissemination of history through historical facts and Interpretations
- *Familiarize students with the dissemination of history through writing and research methodologies utilized by professional historians

COURSE-SKILLS OBJECTIVES:

Critical-thinking Skills

To reiterate the course objectives above, the course attempts to provide students with invaluable critical-thinking skills that will be utilized in varying ways throughout their college and professional careers. First, the course highlights the importance of cognitive abilities through coursework readings. Readings will provide students with detailed information about historical topics and allow students the opportunity to strengthen their knowledge of historical terms, ideas, and experiences. Students should improve their critical-thinking abilities as they matriculate in the class this semester. The topics, lectures, readings, and writing assignment(s) should enhance these important skills by the end of the semester. Students should leave the class better able to read, assess, and articulate historical developments, especially those twentieth-century events within the United States.

Communicative Skills

Students should leave this class better able to discuss twentieth-century world history verbally, in writing, and through readings. With the help of this course, students should be able to provide others with a general overview of some of the major historical developments in twentieth-century world history, from the rise of empires to the rise of independent nations. Once more, readings,

slideshows, films, and primary sources will help students regurgitate and assess historical events in twentieth-century world history.

Social Responsibility Skills

Social-responsibility skills relate to individuals' ability to understand the larger society around them and their role in improving life and lifestyles within their families, communities, nation, and throughout the globe. This course uses history as a tool to address social conditions and conflict, from poverty and religious persecution to gender inequality and racism. The course through its lectures, readings, and student research project(s) attempts to make students aware of these social conditions and encourages empathy, understanding, respect, racial conciliation, and religious tolerance. This course also reminds students that differences, whether political or ethnic/racial, should never interfere with their ability to address these problems and conditions. The course and its instructor address social responsibilities through readings, lectures, critical assessments, invitations to on-campus lectures, civic engagement, and research projects.

Personal Responsibility Skills

Personal-responsibility skills work hand in hand with social-responsibility skills. I always remind students that they have a right to understand the ways others before them have sacrificed to ensure their current place in the world. Some endured religious and political persecution, others lived their entire lives as impoverished slaves and serfs, and several paid with their lives to improve conditions for others, especially their offspring. In truth, many continue to pay dearly for their existence. Personal-responsibility skills remind students that they must always understand their connection to history. The course addresses personal responsibility through lectures, readings, critical assessments, and research projects.

ABSENCE POLICY:

College policy stresses that instructors may penalize students for excessive absences totaling four or more class hours. Students who have these kinds of excessive absences will suffer the consequences of their actions this semester. I will penalize students with four or more unexcused absences: I will deduct five points from students' final grades at the end of the semester. If you have special problems or needs, do not hesitate to contact the instructor immediately. I will also take attendance. Please be in class on time. Students, please be advised that new federal financial aid guidelines stipulate that absences may affect individuals' ability to secure student aid in future semesters.

OBSERVANCE OF RELIGIOUS HOLIDAYS:

The Texas Education Code (Section 51.911[b]), along with Sam Houston State University policy (University Policy 851001), must recognize the mandatory observance of religious holy days for students. The university must permit students to celebrate religious holy days including travel for the same purpose. Please notify the instructor in writing within the first fifteen days of class of any observed religious holidays during the course of the semester. The instructor will not only excuse absences resulting from religious holiday observances, but will also allow students to make up examinations and assignments. Finally, the professor must alert students in writing (via the syllabus) of revised deadlines for the completion of missed exams and assignments.

POLICY REGARDING SERVICES FOR STUDENTS WITH DISABILITIES:

Students with disabilities cannot be denied the benefits of other students or suffer from discrimination by any academic or student life activity or program based on their impairment. Disabled students are, therefore, encouraged to seek assistance with academic matters and concerns from their professors, individual department or division heads, or by contacting the director of Services for Students with Disabilities (SSD), Mr. Kelley Osborn, in the Lee Drain North Annex, (936) 294-3512 (phone), 936-294-3794 (fax), (936) 294-3786 (TDD), or cko002@shsu.edu (email). Go directly to the web page at <http://www.shsu.edu/dept/disability/>.

COUNSELING SERVICES:

The Sam Houston State University Counseling Center provides free services for students. The licensed therapists will provide students with group and confidential one-on-one counseling on an array of issues, from relationship matters, domestic violence, anxiety, to depression, suicidal urges, and lifestyle issues. Located next to Old Main Market on 1608 Avenue J, the center recently moved into its new building, one it shares with the Student Health Center. Please reach out to therapists at 936.294.1720. The mailing address is P.O. Box 2059, Huntsville, TX 77341-2059. For more, go to the webpage at <http://www.shsu.edu/dept/counseling/contact-us.html>.

CLASSROOM DECORUM:

I want to advise students to adhere to appropriate classroom decorum. Please refrain from using cellular phones during the duration of class. Please turn phones off or to the silent mode. Ringing phones and pagers too easily distract both instructors and students. Text messaging of any kind is prohibited as well. Please refrain from utilizing this form of communication technology during class, while viewing films, and at the time of examinations. These actions are indeed prohibited in this class. Furthermore, students are asked to abstain from the use of other hand-held electronic devices such as video games and portable compact-disc/IPOD/mp3 players during the class hour. The instructor will allow for phones, e-Book devices, and computers for textbook/slideshow reviewing purposes, although she expects these students to sit in the front of the classroom and not the back (unless the students need to charge their devices during the class period to view their work/assigned readings/slideshows).

Discontinue as well inappropriate behavior during the lecture period—loud talking, the use of profanity, lewd behavior, eating, excessive laughter, cigarette or narcotic smoking, the use of alcoholic beverages, intoxication, and discussions during the instructor's lecture and without her permission. The instructor's prohibitions also include napping or sleeping in class. This behavior is inappropriate. Students must also refrain from walking out of class before the end of the lecture hour (without the instructor's consent), coming to class excessively tardy and taking a restroom-break during an examination. If students leave class for any reason during an exam, the instructor will assume the student is cheating and will give the individual a zero for the assigned test. If students must use the restroom, please do so before class begins; again, on exam days, please use the restroom before the start of exams. If students do not adhere to these requests, they will have to leave; if this behavior continues, I will deduct ten points from the final average at the end of the semester. Please respect the classroom, the instructor and your classmates.

In addition, in light of the new Open Carry Law in the state of Texas, individuals eighteen years and older are able to carry their legal weapons in plain sight and inside their holsters, however, not on college campuses. Under Government Code Section 411.2031 and Texas Penal Code 46.035, SHSU students, personnel, administrators, and visitors may carry concealed weapons on campus

out of plain sight of the public. Please refrain from removing firearms from concealed locations on the person or of the person. Additionally, the gun safety lock should be in place (in use) at all times.

For further questions, please refer to the student handbook (Section 5.2.22, beginning on page 29) online at http://www.shsu.edu/students/StudentGuidelines2007_2008.pdf. This is required of all students this semester/summer session in History 3369.

CELLULAR PHONE POLICY/PAGER/LAPTOP POLICY:

Borrowing from the language of the former dean of the College of Humanities and Social Sciences, let me speak more plainly about cellular phone use. As members of the classroom community, all students have a responsibility to others who are part of that community. The goal is to produce an environment that is conducive to learning. Students are to treat faculty and other students with respect. Cell phones, laptop computers, pagers, e-Book devices such as kindles and similar devices have become increasingly important facets of life in our society; however, when used in the classroom environment they can become disruptive. Let me say this again: mobile phones, laptop and notebook computers as well as e-Book devices, may be used for note taking and classroom reading purposes if they are not disruptive to other class members and preferably in the front of the classroom. Students should silence or turn off cell phones, pagers, and other similar electronic forms of technology while in the classroom and when not used for classroom purposes. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, again, the use by students of cell phones, pagers, or similar communication devices during scheduled class time is prohibited unless specifically permitted by the instructor and for classroom purposes. Again, all such devices should be turned off or put in a silent (or vibrate) mode and ordinarily should not be taken out during class. Failure to comply with this policy could result in expulsion from classroom or with three or more offenses, a failed grade for the course. If an emergency arises, the student should inform the instructor and place herself/himself in a desk/seat near the door where an exit for a phone call will be only minimally disruptive. With instructor approval, students may record lectures, take notes via laptop computer, etc., provided they do not disturb other students in the process. Other exceptions to this policy may be granted at the discretion of the instructor.

Any use of cell phones or other electronic devices during a test period is prohibited. Even the visible presence of a cell phone or other device during the test period will result in a zero for that test. Use of a cell phone during a test could result in a charge of academic dishonesty (see student code of conduct reference below). During the test these instruments should be left at home or stored securely in such a way that they cannot be seen or used by the student. For further information on student conduct in and out of the classroom see the Code of Student Conduct. <http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29>.

ACADEMIC DISHONESTY:

The instructor expects integrity from her students. She assumes students will engage in honest, healthy debate. She encourages and welcomes passionate exchanges of ideals in the traditional and digital classroom, among classmates, when researching and on paper. The professor will not tolerate dishonesty in the classroom or/and away from class. Students found guilty of any form of academic dishonesty or abuse will be subject to punishment or severe consequences. Included are some of the most common and egregious of these illegalities: cheating, plagiarism, theft of resources or materials, or collusion with others to partake in any or all of these actions. Students

accused of these actions may face disciplinary proceedings by university officials. In addition, the instructor will deduct twenty points from the final grade of those individuals accused of academic dishonesty. Please, for your own sake, do not engage in this kind of behavior. As a precautionary measure, the professor will require students to submit their completed assignments online through Turnitin.

LECTURES AND CLASS ACTIVITIES:

Class lectures will come from the assigned topics in the course calendar. Students are responsible for all assigned readings and must stay abreast with lectures and discussions. All reading is mandatory. Students should take exemplary lectures notes on the topics—at least two to five pages for each discussion/lecture period. Students should also participate fully in classroom discussions and debates. The class will discuss current events as each relates to various topics.

CLASSROOM VISITORS:

I am flexible on this matter. I would appreciate some sort of notice beforehand if students want to bring guests to class. The classroom environment must be safe for everyone. In light of recent events, particularly college-campus shootings, I will ask that visitors have a valid SHSU identification card, driver's license, or alternative form of identification. Please ask for permission ahead of time, at least a day in advance. Visitors without any form of identification will not be able to sit in on the class session. Lastly, it is at the discretion of the professor to search the personal belongings and clothing of visitors. Again, this is for everyone's safety.

REQUIRED SUPPLIES:

Students, I expect you to come to class with the appropriate, necessary items. A pen or pencil; tablet, notebook paper, or notepad computer; and the required textbooks and classroom materials such as slideshows/lectures are essential for every class meeting. Students are also encouraged to utilize audio-recording devices for the lectures. Once more, laptop and notebook computers are welcomed in class. While I have no problems with individuals utilizing technology in the classroom, I do take offense to students using their computers during the class hour to do assignments, read email, and peruse the internet without my permission. These actions are unacceptable. This also goes for hand-held devices.

STUDY RECOMMENDATIONS:

I cannot force students to abide by my wishes. I can only offer guidance and support as an instructor and mentor. It is my advice that students review their coursework daily. The SAM Center suggests that students read their text assignments at least three times: once before class, a second time following class, and again before examinations. I agree with my SAM Center colleagues. In addition, students should take detailed lecture notes. Students should also consider audio-recording the classroom lectures and transcribing their recordings (if they wish to do so); they should consider transcribing all recordings, e.g., lectures, review sessions, guest lectures, etc. Moreover, daily studying, including detailed reading and writing, will enhance your chances of success this semester, during the course of your undergraduate career, in graduate or professional school, and in your perspective careers. In fact, put together a comprehensive study schedule. This schedule should read as a detailed, actual diary of your goals, comings and goings and study dates. Regularly check off completed accomplishments. This suggestion could serve as a model for a more detailed life diary/daily planner. One could take a tally of their daily spending and earnings, along with their work schedules, study dates, appointments, etc. This

recommendation is designed to enhance your commitment to scholarly and lifestyle learning. In addition, never begin assignments the night before they are due. Begin, as an alternative, all assignments sooner than later; and review your notes and read materials over the course of the semester. If students develop this discipline early on, they will have a fruitful college career. Please sign up for the SAM Center's study skills series. For additional inquiries, contact the SAM Center via the internet at http://www.shsu.edu/~sam_www/, toll free at 866-364-5211, from the Houston area at 281-657-6432, from the Huntsville area at 936-294-4444, or by facsimile at 936-294-1149. The university also has programs designed for students who have concerns about their reading and writing skills. Reading is crucial to succeed in this class. Students should sign up for tutorials at the Reading and Writing Center, located at 111 Farrington. Go to the site for more information at <http://www.shsu.edu/centers/academic-success-center/writing/contact.html> or call the center directly at 936-294-3680.

BONUS CREDIT:

In addition to the course assignments, students are encouraged to earn bonus points at the end of the course period. Bonus credit assignments vary and will be worth one to twenty points depending on each suggested project and will go toward the final exam. This assignment is twofold: to pique students' curiosity and interest in United States history and at the same time boost individuals' cumulative points for the semester. Students can earn points in the following ways: volunteering at the SHSU Sam Houston Folk Festival (late April or early May each year); completing the Sam Houston State University Academic and Mentoring Center (SAM Center) Study Skills Series; touring museums; journaling; writing critical synopses on campus and off-campus lectures and events, historical documentaries, historic films, election and polling results for primaries/caucuses, and television specials; doing community service projects; and participating in other interesting projects pertaining to history. **Students can earn twenty bonus points for the semester. All bonus-point assignments are due at the end of the semester when students turn in their final papers and complete their final exams. Again, the points will go toward the final exam grade at the end of the semester. Please see the following assignments and bonus-point totals:**

SAM Mentoring Center Study Skills Session (all six sessions)	5 Points Total
Community Service and Volunteering (40 hrs; 3-5 pp sum)	5 Points Total
Volunteering at the Huntsville Head Start Cen. (40 hrs & sum)	5 Points Total
Museum Tours (Three; Typed synopsis on each, 1-2 pp)	1 Points Total
Cross-Cultural Exchanges (One; Typed syn., each, 2-3 pp)	1 Points Total
Analyses of hist. docudramas (1-2 page syn., one pt each)	1 Points Total
Analyses of political debates (1-2 page syn., one pt each)	1 Points Total
Election and Polling Results for Presidential Prim/Caucus/Conv.	1 Point Total
Sam Houston Folk Festival/Peer Mentoring/Freshmen Orient	20 Points
Attendance at Professional Conferences and Meetings	2 Points
Campus-wide Lectures (one pt. each)	
5 Points Total	
Political Engagement, e.g., voting, poll watching, etc.	10-20 Points
Documenting President Donald J. Trump's First One Hundred Days	10-20 Points
An Assessment of President Trump's First One Hundred Days	10 Points

Maximum Points: Twenty

BONUS POINT DISCLOSURE: If students do not score a total of 70 points on the final exam or fail to complete all classroom assignments, including the book review, annotated

bibliography, and the oral history project, they automatically forfeit their right to extra credit this semester. Please study hard this semester!

ANALYTICAL ESSAY/REACTION PAPER

Students are responsible for writing a 1000-2000-word, ten-to-twelve-page, double-spaced, word-processed book-review essay on two of the assigned readings [recommended required readings]. Students are required to write a detailed analytical essay/reaction paper assessing and interpreting the materials at hand. The essay will consist of the following: a brief overview of the monographs being discussed, a review of the two works and how they relate to similar works in world history, a conclusion summarizing the work and future historiographical insights about the topic under question. Students should use a historiographical essay or scholarly article that will compliment their review. Students should also use the textbook, *The World in the Twentieth Century*. Students are also required to locate one published book review on each work. Feel free to access the reviews through the internet using the Newton Gresham Library's on-line link to **Book Review Digest, America: History and Life**, and other useful databases. Also find short biographical information on the chosen book authors. Biographic information on writers may also be located on the internet (author's web page or/and curriculum vitae), or in bound publications such as *Contemporary Authors* in the library. The analytical essay, the midterm assignment, is due March 1.

The instructor expects students to adhere to some basic writing rules with respect to essay development. First, write an introductory paragraph outlining the paper's thesis. Then discuss each book's thesis. Students should write several subsequent paragraphs describing the major themes laid out as well as discussing the works' specifics (two to four paragraphs for each question). In developing these discussions, please consider comparing the selected works. Alternatively, students may feel more comfortable discussing one book at a time. Still, at some point, the narrative should discuss how the books contrast/compare to one another. Students should also dissect these arguments, drawing from chronological or sequential events. In addition, one or several concluding paragraphs should assess and deconstruct the works. Conclusions should also recommend future research directions in the topic or subfield under discussion—twentieth-century world history. As well, write transitional sentences within paragraphs and when ending and beginning new paragraphs. In addition, avoid passive voice phrases whenever possible. Included in the syllabus or posted online is a detailed writing rubric, one everyone will find useful for all assignments this semester. Please review the writing rubric attached to the syllabus and/or on Blackboard. This, along with other reference works and template bibliographies, should collectively serve as your guidepost for appropriate writing and critical-thinking skills this semester.

Please use footnotes or endnotes and a select bibliography at the end of the paper. See the *Chicago Manual of Style Online*, 17th ed., Ch. 14, for details and specified examples. Once again, along with the selected books, students are required to use 1) a historiographical essay or scholarly article, 2) the class textbook, and 3) a book review for **each** book being assessed, **totaling six sources**. While an important component of the review essays, your citations should not be religiously lengthy. Citations are required throughout the paper. As a rule, cite (1) at the end of each paragraph, (2) right after direct quotations, and (3) right after sections of your paper that precede direct quotations. When using direct quotations from the source materials, always use a superscript immediately following the quote and then cite the source of the quoted item in a footnote/endnote. Writers must document all direct and indirect quotations taken from sources. Anything else is plagiarism. When citing the books, articles, and reviews, please include all required information pertaining to the source in a footnote or endnote—

the books under review, historiographical piece/scholarly article, textbook, and single book review for each book. While I will provide you with examples of book review essays on Blackboard that include parenthetical notes, this class **will refrain** from these types of citations for this assignment. Instead, students will make use of superscripted footnotes or endnotes. Once more, students must use seven sources in their papers. **Late essays will be accepted; however, ten points will be deducted from these papers!** Students are eligible to earn one hundred points on this assignment, which totals 25 percent of the final grade.

Once more, please submit a well-written, grammatically-correct essay. The essay must begin with an introductory paragraph explaining the author's thesis or intent. I want to encourage students to write at least four paragraphs on specific, relevant points being brought out in the essay. I also want to see transitional sentences within paragraphs and when ending and beginning new paragraphs. Please avoid passive-voice phrases whenever possible. Included on the Blackboard page is a detailed explanation of my grading policy in the form of a writing rubric for all assignments this semester. Please take notice of it. If anyone has any questions or concerns, please feel free to speak with me. Since this is a historiographical essay as well as a book review, students should cite the source materials utilized to complete the exercise. Please follow the appropriate citation instructions listed in the *Turabian Manual of Style*. Students are also encouraged to download from Blackboard examples of historiographical essays and use these as guides. Again, this assignment is worth **25 percent of the final grade** and is due on the final date for the book discussion on the course calendar. **Please remember to use historiographical essays or scholarly articles found in JSTOR, America: History and Life, or other History databases. As well, feel free to use historiographical readers such as *Interpretations in American History* and the *Major Problems in American History since 1945* reader. Also remember that students are expected to use the appropriate format(s) for citing sources, using endnotes/footnotes, and works-cited or selected bibliography pages. Yes, selected bibliographies should be attached to these analytical essays. Please write your essay on two of the following works. As a suggestion, select two books that will undoubtedly compliment one another: 1) *The Cold War* and *Ho*, 2) *Long Walk to Freedom* and *Warmth of Other Suns*, or 3) *Warmth of Other Suns* and *Enrique's Journey*.**

The Cold War: A New History

1. What is the purpose of the book and/or author's thesis? Why write this book?
2. Define the Cold War as defined by historian John Lewis Gaddis.
3. How does the author expound on the issues and events that propelled the Cold War after World War II?
4. Does the author see the conflict as a response to the expansionist designs of both the USA and USSR?
5. Was the Cold War a result of other factors?
6. How did the United States misinterpret the diplomatic objectives and aims of the USSR? In other words, how do post-revisionist scholars interpret US foreign policy objectives—diplomatic, political, military, and economic—and initiatives with respect to the Soviet Union and other Communist-governed nations in the final years of World War II and immediate postwar years?
7. How did the USSR misread the US and Great Britain? What mistakes did the USSR make to move forward in its expansionist plans? How did these critical errors help form the Cold War crisis?

8. Discuss the international meetings held by Allied Forces in the last two years of the war as well as early postwar diplomacy through the end of the decade. Why did these alliances fail to prevent this conflict?
9. How did the USA and USSR respond to each other's demands during this period? What sacrifices did each side make in their attempt to win the Cold War?
10. How did the Cold War impact developing nations in the era of anticolonialism and potent nationalism across the globe?
11. Discuss the Red Scare in the US. Discuss the impact of the Red Scare on United States culture.
12. How did the hot wars during this period affect the United States and the nations she found herself fighting?
13. Discuss Nixon's Détente or Triangular Diplomacy strategy of the early 1970s. How did this help thaw the Cold War?
14. What led to the permanent disintegration of the Cold War? What world leaders helped bring on this transformation? What lessons did each side learn?
15. What international challenges plague the world in the postwar (Cold War) millennium?

Ho

1. Discuss Ho Chi Minh's background, family, education, etc. Is it surprising that he became a freedom fighter for his nation? Why or why not?
2. Discuss the catalyst that precipitated his ascent into national and internal politics? Why did he choose to leave his homeland?
3. During Ho Chi Minh's thirty-year absence from Vietnam, what did he do? Where did he live? What guided his transformation into international communism?
4. How did the USSR's Third International influence Ho Chi Minh's political actions in the 1920s and 1930s?
5. A founder of the French Indochinese Party in 1930, in what ways did he work with Mao Zedong? How did the nationalist government in China respond to Ho Chi Minh in the 1930s?
6. Did Ho Chi Minh have a great love? Who was this individual. Did he have children? Did he raise his children/child? Why or why not?
7. When did Ho return to his homeland and under what circumstance?
8. What ways did Ho Chi Minh and the Vietnamese Independence League assist the United States' Office of Strategic Services during World War II?
9. What did Ho Chi Minh do September 2, 1945?
10. How did the United States respond to the formation of the Republic of Vietnam? How did France respond to the nascent nation's creation?
11. Discuss the First Indochinese War or Anti-French War for Resistance. How did the Vietnamese win this war?
12. What were the results of the Geneva Accords of June 1956?
13. How did the United States respond to the Geneva Accords? How did the United States involve itself in the Vietnam situation? Why did the US engulf herself in the affairs of Vietnam?
14. Discuss the start of the Vietnam War or Second Indochinese War. What took place in Vietnam during the administrations of Eisenhower and Kennedy? What did Johnson initially want to do with Vietnam?

15. Why did Johnson's actions change with respect to Vietnam? Discuss the Gulf of Tonkin Resolution and the ascent into the abyss after this point.
16. Discuss the escalation of the war from 1965 to 1968. Why did the United States turn against President Johnson?
17. By this time [the 1960s], Ho Chi Minh played what kind of role in the Vietnam Conflict?
18. Discuss Ho Chi Minh's death and Nixon's rise to power. How did Nixon use Vietnamization to end the war?
19. When did we end the war and to what cost?
20. Discuss Ho Chi Minh's legacy.

The Warmth of Other Suns

1. Discuss the author's thesis in this amazing work.
2. Discuss the three protagonists in this book.
3. What role does migration/immigration play in this work? What role does internal migration play in the lives of the three main characters.
4. How did life change for the three characters once they left their places of birth? Why did they make the decision to leave their homelands?
5. What national events helped precipitate these migrations?
6. What does this work tell us about race relations in the United States in the twentieth century?
7. Did the decision to migrate help or hurt the families of these migrants? Please explain.
8. What is the author's overall message about United States history, African Americans, the history of African Americans, and their place in world history?
9. Summarize the importance of this work.
10. Did the author accomplish his goals? Why or why not?

The Long Walk Home

1. Discuss Nelson Mandela's familial background. What kind of people did he spring from in the early twentieth century?
2. Why did Mandela secure opportunities that most of the Black countrymen and women from his beloved South Africa never had?
3. Discuss his educational background? What surprises you about his education?
4. What became the catalyst for his transformation?
5. What attracted Mandela into the African National Congress in the 1940s?
6. Why did Mandela have such a difficult time connecting with his first family in the 1950s?
7. What attracted Nelson Mandela to his soon-to-be second wife, Nomzamo Winifred Zanyiwe Madikizela?
8. Discuss the national government that emerged in South Africa after World War II. How did the new policies of the government affect Black South Africans? How did these new policies differ from the de facto policies in effect for several centuries? What led to these changes?
9. Discuss the treason charges the government of South Africa leveled against Mandela in the 1960s.
10. Why did Mandela decide to create a terrorist sect within the ANC?
11. How did his actions create global sympathizers around the world?
12. The ANC worked with several different groups. Discuss some of these groups and the different and collective goals of the ANC and her allies.

13. How did Mandela live as a political prisoner? Why did his world popularity grow?
14. What led to the reformist campaigns of the apartheid government in South Africa?
15. Discuss the issues of contention for Mandela and President F. W. de Klerk in the 1980s and 1990s?
16. Why did Mandela state that South African apartheid created the most radical group of disillusioned Blacks under the stain of racial segregation?
17. Why did Mandela separate from his second wife, Winnie, even though she supported him and remained loyal and faithful during his thirty years in prison?
18. Discuss the new political structure that went into effect in the early 1990s. How did Blacks respond to this transformation?
19. Did all Blacks approve of Mandela's actions? Explain.
20. Discuss Mandela's legacy in world history.

Enrique's Journey

1. Discuss author Sonia Nazario's thesis in *Enrique's Journey*. What prompted her to write such a work?
2. How does the book begin? What prompts Enrique's mother to flee her homeland and children?
3. How does Lourdes's departure affect her immediate family? Explain in detail.
4. Where does Lourdes go? How does she survive her new homeland? What challenges does she face and how does she overcome these issues?
5. Why does Enrique decide to depart his homeland?
6. Discuss Enrique's journey to the United States? What conditions does he face?
7. What are the typical conditions of children and mothers departing Latin America for the United States?
8. What are the greatest threats to the emigrants? How do they overcome their difficulties?
9. What is Enrique's reception in the United States? Does Enrique find his mother? Discuss the reunion.
10. Why does Enrique find himself in constant trouble with the law? How do his actions affect his immediate family?
11. Discuss life back home for Enrique's sister. What options are afforded to her and how do these make a difference in her life? What is life for her and her family?
12. What happens to Enrique and his family at the end of the book?
13. What is the author attempting to get across to the reader? Does she succeed? Explain.
14. Give your final assessment of the book. Does the book push you to reconsider your views on immigration? Why or why not?

ANNOTATED BIBLIOGRAPHY:

Students must formulate an annotated bibliography on some aspect of twentieth-century world history. The annotated bibliography must comprise two primary sources and one secondary source. Each annotated entry must explain the thesis or source's relevancy, objective, or major themes; describe the source in detail; and assess the source item along with its significance. Please consider selecting sources that will compliment students' research interests, i.e., perhaps a topic that will propel one to write a feasible research paper in another class and then a master's thesis or even develop a scholarly-article manuscript. Students will write an annotated description-analysis for each bibliographic entry. See the *Chicago Manual of Style Online*, 17th ed., Chapters. 14 and 15, reference guide as well as my examples of annotated bibliographies on our Blackboard page. Please refer to those sources mentioned in the footnotes of the class's books,

historiographical works such as *Interpretations of American History*, V. 2, 8th ed.; documents books including *Majors Problems in United States History since 1945*, the Bedford Series in American History, and the American History Series books; databases America: History and Life or JSTOR; and Blackboard class portals such as the Secondary and Primary Sources portal and the Digital Sources links. Again, the selected annotated bibliography must include one secondary source and two primary sources of documents that go back to the period between the climax of World War II and today's times.

Students are also expected to dissect a secondary source, and two fascinating primary-source materials—military service records, court proceedings, Congressional reports, manuscript collections, newspapers, census reports, census manuscripts, probate records, deeds, property tax statements, poll taxes, and government documents. When assessing certain primary sources such as newspaper articles, welfare applications, photographs, cartoons, historical artifacts, and letters, students must examine several items within a collection and not a single newspaper/magazine article, photograph, painting, letter, etc. In these instances, researchers must examine a set of three to five like documents at once, and to generate a single source. This way, students will have enough information to write a complete one-thousand-word annotation of an individual source. Students should also utilize genealogical and historical databases such as HeritageQuest Online and Ancestry.com. Students should access the database HeritageQuest Online through the library's website. Area library archives in Southeast Texas as well as across the country will also be invaluable to students. Please consider museums, university libraries, archives, depositories, genealogy centers, etc., as exciting places of historical investigation. Students outside the area should consult regional libraries in their general vicinity. Some of the earlier mentioned library databases will aid you as well. For example, feel free to consult encyclopedic primary sources, although such sources will require that students read and write on a series of entries (three to five) on a topic under discussion, and usually do not give in-depth information as do traditional scholarly sources. Remember that each of the two annotations must be seven-hundred-and-fifty-words to one-thousand-words at length.

Remember also that plagiarism is illegal and unacceptable. I do not expect students to write paragraphs word-for-word verbatim from the sources being utilized. Again, this is unacceptable. Rather, paraphrase the ideas given in the source materials such as manuscript collections, diaries, and memoirs. Anything else is illegal and cause for an automatic F on the assignment. Furthermore, give me analysis, detail, and color. In other words, speak from the soul! Please write your bibliographies in the format given in the example(s) on Blackboard. There are no exceptions to this rule. In addition, use the appropriate format when writing your annotations. The written annotations always follow the bibliographic entries. Only the first line of the bibliographic entry begins at the far-left margin [also known as hanging lines]; on the other hand, subsequent lines for the entry are indented. The rest of the work—the annotations—must begin on a separate line and be double-spaced, preferably, as this is easier on my impaired eyesight. Again, refer to the materials on Blackboard, and *Chicago Manual of Style Online*, 17th ed. (Ch. 14), for the correct writing of bibliographies and bibliographic information. Finally, if students plan to use direct quotations from the sources being discussed, they should use parenthetical notes to reference the work being quoted. Chapter 15 of the *CMSO*, 17th ed., discusses examples of parenthetical notes. The most common is to add important source information in parentheses following the final quotation mark. Here is an example (Pruitt 2013, 33). This refers to the author's name, year of publication, and page number where the quotation can be found. Chapter 15 will give examples for

citing different sources in parenthetical notes. If for some chance, however, students wish to cite a work other than the one being discussed and introduced in the preceding bibliographic entry, writers must then use traditional superscripts and footnotes/endnotes. Again, access online through the Newton Gresham website at <http://www.chicagomanualofstyle.org/home.html>. This assignment, which is worth one hundred points, is **25 percent of the final grade** and is due Thursday, March 29, at midnight. Students must also submit working bibliographies before their final assignment is due. The topic title, abstract, and working bibliography of one of the two sources is due **Thursday, March 8**, at midnight and should comprise one annotated primary source. This assignment again is **25 percent of the final grade**. Once again, the final bibliography of three sources is **due Thursday, March 29**, before or by midnight.

ORAL HISTORY INTERVIEW

Students are responsible for conducting an oral history interview with a family member, friend, church member, professor, colleague, or employer on any topic in twentieth-century world history. Consider immigration/internal migration, church organizing, business development, education, political mobilization, race relations and human rights, diplomacy, Feminism, the Great Depression, World Wars, the Cold War, the Korean Conflict, Vietnam, the Gulf Wars, 9/11, natural disasters (such as Hurricanes Katrina, Rita, or Ike, or the 2004 Indian Ocean earthquake and tsunami that killed nearly three hundred thousand people), Yom Kippur War, Iraqi Wars, and Afghani War, and the War on Terror as viable interview topics. Students must use either an audio/video/telephone recorder, coupled with the suggested questions posted on Blackboard. For those students conducting telephone or email/chat interviews and without recording devices, please submit detailed transcriptions and notes of all conversations. For suggestive interview questions on unique topics not listed, see the instructor to formulate alternative questions (if necessary). Students are welcome to formulate their own questions. The interview questions only serve as a guide.

Students will also write a two-four-page (double-spaced) synopsis of the interview. Essays must include the following: 1) a thesis statement, 2) quick description or summary of the interview, and 3) concluding assessment of the interview conversation. Students must turn in digital recordings, audio cassettes or video recorders of the interviews along with the final essays. Students must upload their papers through Turnitin. I will have instructions for using Turnitin on the BB page under the Oral Interview portal. Please heed to this warning: the paper cannot exclusively comprise transcriptions of the interview, i.e., "When asked about the Battle of the Bulge, the respondent stated, 'We went to the target area on May 7, 1945...We saw the target and immediately fired seventeen rounds into the enemy soldier.'" This is unacceptable. This writing assignment requires ingenuity, innovation, critical-thinking, and writing skills. A transcribed or partially transcribed assessment of the interview, while important, is no substitution for one with in-depth analytical content. I nevertheless do encourage students to include quotations from the interview; just remember that the quotations cannot substitute for the analysis that this assignment requires. This goes for all students—no exceptions! This assignment will be due Thursday, **April 12**. Students are eligible to earn one hundred points on this exciting assignment; the oral history interview project is worth **25 percent of the final grade**. The professor will return to students their digital recording devices, thumb drives, disks, audio cassettes and video disks of the interviews the next week during finals. Students are responsible for finding potential interview candidates; if individuals cannot find interviewees, the instructor will recommend prospective subjects. Please provide the professor with the title of **your interview topic no later than Thursday, March 1**.

FINAL:

Students will complete one take-home final examination this semester. The final will consist of comprehensive essay questions. Students are expected to write at least six to eight detailed paragraphs on each selected essay given on the exam sheet. In answering the essay questions, students are expected to provide cited source materials for their essay responses. Yes, this means that endnotes/footnotes are required for this exercise, preferably for every paragraph and quoted sentence or phrase. Your documentation may come from a myriad of sources, including class readings, secondary sources of library materials, online bibliographic materials, and primary sources. The content of the test will come from lectures, Power Point presentations, the course readings, the document analyses on Blackboard, other BB sources online, possible in-class films, supplemental readings, and other sources on contemporary U.S. history. Students will receive the final exam one week before the due date. Students can earn up to one hundred points on the test; the examination is worth 25 percent of the total class grade. The midterm is due by **Wednesday, May 9 by 9:00 AM.**

FINAL GRADE TALLIES AND IMPORTANT DATES:

Book Review—100 Points—March 1

Annotated Bibliography—100 Points—March 29

Oral History Interview—100 Points—April 12

Final Examination—100 Points—May 9

Total Points for the Semester: 400

GRADING SCALE BY POINT SYSTEM

360-400 A

320-359 B

280-319 C

240-279 D

Below 240 F

TRADITIONAL GRADING SCALE FOR ALL ASSIGNMENTS:

90-100 A

80-89 B

70-79 C

60-69 D

Below 60 F

*Please note that the above classroom outline is a tentative description and subject to change as events and activities warrant alterations to the schedule.

SEE THIS FINAL WARNING! BE ADVISED ONCE AGAIN THAT CHEATING AND PLAGIARISM CAN RESULT IN AN AUTOMATIC "F" FOR THE COURSE. THIS GOES FOR ALL ASSIGNMENTS AND TESTS. PLEASE REMEMBER THE DUE DATES FOR ALL ASSIGNMENTS AND TESTS. PLEASE DO NOT LOSE THIS SYLLABUS AND COURSE CALENDAR. THIS SYLLABUS WILL BE YOUR LIFELINE FOR THE COURSE THIS SEMESTER. I HOPE THAT YOU WILL HAVE A GREAT TIME IN THIS CLASS.

Course Syllabus

History 3369 – *The World in the Twentieth Century*
Section 02, CID 21196 TTH, 9:30 A.M.-10:50 P.M., AB4 303

January 18

HAPPY NEW YEAR AND WELCOME BACK!
Introduction to the Course/Explanation of the Syllabus

January 23 & 25

Lecture Series 1: Imperialism on the World Stage, 1900-1945

Lecture Topic: World Imperialism and Resistance

Readings:

The World in the Twentieth Century: A Topical Approach

Ch. 1, "Setting the Stage: The World in the Nineteenth Century"

Jan 30 & Feb 1

Lecture Topic: World War I

Readings:

The World in the Twentieth Century: A Topical Approach

Ch. 2, "The Great War: 1914-1918"

Feb 1

NGL Outing

NGL Tutorial (NGL 155 or 157)

Thomason Room Tour (Fourth Floor)

February 6 & 8

Lecture Topic: World War I

Readings:

The World in the Twentieth Century: A Topical Approach

Ch. 2, "The Great War: 1914-1918"

Feb 13 & 15

Lecture Topic: The Interwar Years

Readings:

The World in the Twentieth Century

Chapter 3, "The Interwar Years"

Feb 20 & 22

Lecture Topic: The Interwar Years

Readings

The World in the Twentieth Century: A Topical Approach

Ch. 4, "Political Ideologies of the Interwar Years"

The Warmth of Other Suns

Feb 27 & Mar 1

Lecture Topic: The Interwar Years and World War II

Readings

The World in the Twentieth Century

Ch. 4, "Political Ideologies of the Interwar Years"

Ch. 5, "World War II"

The Warmth of Other Suns

March 1	Analytical Essays Due
March 6	Lecture Topic: World War II <u>Readings</u> <i>The World in the Twentieth Century</i> Ch. 5, "World War II" <i>The Cold War: A New History</i> Ch. 1
March 8	No Class! Texas State Historical Association Working Bibliography Due
March 13 & 15	Happy Spring Break
Mar. 20 & 22	Lecture Series 2: Revolutionaries Dismantle Imperialism Lecture Topic: The Origins of the Cold War <u>Readings:</u> <i>The World in the Twentieth Century</i> Ch. 6, "Conflict and Convergence, 1945-1950" <i>The Cold War: A New History</i> Ch. 1-2
Mar 27 & 29	Lecture Topics: The Origins of the Cold War <u>Readings:</u> <i>The World in the Twentieth Century</i> Ch. 7, "The Cold War Begins" <i>The Cold War: A New History</i> Ch. 2-3
March 29	Final Annotated Bibliography Due
April 3 & 5	Lecture Topic: The Origins of the Cold War <u>Readings:</u> Ch. 8, "Khrushchev's Cold War" <i>The Cold War: A New History</i> Ch. 3-4
April 10 & 12	Lecture Topic: The Cold War in Asia, Africa, and Latin America <u>Readings:</u> <i>The World in the Twentieth Century</i> Ch. 9, The Problem of Decolonization Ch. 3-4 <i>The Long Walk to Freedom</i>
April 12	Oral History Interviews are Due
April 17 & 19	Lecture Topic: Détente

Readings:

The World in the Twentieth Century

Ch. 10, "The Cold War Cools, 1965-1979"

Ch. 4-5

The Long Walk to Freedom

Ho

April 24 & 26

Lecture Topic: Conflict in the Middle East/ Western Asia

Readings:

The World in the Twentieth Century

Ch. 11, "Conflict in the Middle East"

The Cold War: A New History

Ch. 2-3

May 1 & 3

Lecture Topic: The Cold War Continues and Ends

Readings:

The World in the Twentieth Century

Ch. 12, "The Cold War Ends"

Ch. 13, "Restructuring Relationships"

Ch. 14, "The Legacy of the Twentieth Century"

The Cold War: A New History

Ch. 6

Enrique's Journey

May 7

Take-Home **Final Exam due 9:00 AM**



United States soldiers enjoy a moment of relaxation in their bunkers near Khe Sanh, Vietnam, during the Vietnam War, circa late 1960s-early 1970s, The Vietnam War (Courtesy Historychannel.com, accessed January 22, 2018, <http://www.history.com/topics/vietnam-war/vietnam-war-history/pictures/vietnam-war/pfc-robert-dubois-shaving-cpl-efrain-torress-head>).