

Twentieth Century History HIS 309 Fall Semester 2017

Instructor: Mícheál Thompson
Time: Tuesday 13:00-14:30
Thursday 13:00-14:30
Classroom: MIC 1-423
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Required texts: There are no required texts to be purchased. All primary texts will be provided by the instructor and other material (video/internet) will also be used.

Course Description: There's no time like the present, but to understand it we have to know about the past. This course explores the evolution of global society in the twentieth century and the many changes that have shaped the world in which we live. This is 2017, so the Twenty First Century, but in this class we will be looking at the "long" Twentieth Century - from the 1890's to now. This course surveys the principal historical events of this period both in terms of origins and contemporary consequences. History is about the past but it also impacts directly on the present and will continue to impact on the future. This course addresses these issues and so is of relevance to all students. By the end of it, you should know a lot more about the world we live in and be able both to understand it better and make better informed judgements concerning it.

Course Goals/Objectives: All of us need to know about the world we live in, what are the issues and how it got to be this way. We are all actors on the global scene (however small our role) and we need to understand it in order to act and talk intelligently about it and play our part in it. Employers always complain that students don't "know enough" about the world and are not well informed. This course could change that for you.

The course has three main goals, to provide an introduction to:

- i) The development of world events and ideologies in the period up to and including World War Two (up to 1945).
- ii) How these have continued into the present and form the basis for many of the events of the modern world from the North Korea Crisis, through the European Union, to the world migration crisis.
- iii) To provide not just a factual but an analytical framework to understand our global, regional, and national worlds.

This is a lot for one semester but we will do our best! By the end students will have made significant improvements in their understanding of language and in their ability to use and manipulate academic English. They will also be expected to be able to think critically about developments in history and culture. To some extent, though a detailed framework is attached, we will also be able to respond to anything that gains salience during the semester and to any issues that students feel need to be addressed. We can in a way create the course together.

Topics/Assignments:

It is particularly important that students develop a general understanding of global history in this period in terms of major events and ideas. It is to be hoped that students also develop particular interests in more detailed areas.

We will explore the themes of the class using a variety of materials: readings, recordings, videos, and Internet source materials. There is no textbook for this class; all material will be prepared (and usually written) by me! The class will include in-class exercises and home work assignments. Project work will be individual, pair work, or group work depending on student choices. The same applies to the balance between writing and oral presentations. Whatever choice is made, all students are expected to do the same amount of work.

Grades and Grading:

Attendance as such is not part of the final grade – BUT participation is!

B If you participate in class and you satisfactorily complete all the class work.

C You can get this in two main ways: If you have three "Unexcused Absences" and therefore cannot participate in class **OR** if you do **NOT** satisfactorily complete a major piece of class work

D You can get this in two main ways: If you have three "Unexcused Absences" **AND** if you do **NOT** satisfactorily complete a major piece of class work **OR** if you do **NOT** satisfactorily complete TWO major pieces of class work

F You have four or more "unexcused absences" and do **NOT** Withdraw from the class

So, how do you get an **A**? You have all of the requirements for a **B** **AND** you demonstrate "excellence" by active participation in the class. **Participation** means asking questions, answering questions, and demonstrating the willingness to try to work at a serious level. An **A** is **NOT** for "extra work" - there is no "extra work" required. An **A** is for the ability or willingness to do higher level work within the ordinary class work. This mainly means participation. Ask questions! Answer questions! Volunteer! Make an effort!

Participation Requirements:

Attendance is not part of the final grade but participation is. Participation is **required** at all classes.

Twentieth Century History

Proposed Schedule by Classes

Virtually all classes will involve work with maps and time charts.

This work will be cumulative and comparative

While the framework is essentially chronological, it is also thematic in that specific themes (communications, population, migration, religion, gender, etc.) will form threads throughout the semester. In addition, students (individually or in pairs) will "adopt" a country as the basis for understanding these wider issues and upon which they will write or present.

- 1 Introduction, & Syllabus.
- 2 Turn of the Century, a New World in the Making Europe
- 3 Turn of the Century, a New World in the Making The Americas

- 4 Age of Imperialism: Africa
- 5 Age of Imperialism: Asia
- 6 The Road to War
- 7 World War I - Europe
- 8 World War I - Settlement (+ MidEast)

- 9 Russian Revolution

- 10 The Interwar Years: Europe
- 11 The Interwar Years: India
- 12 The Interwar Years: US
- 13 The Interwar Years: Prelude to War

- 14 World War II - Europe
- 15 World War II - Asia
- 16 World War II - Settlement

- 17 The Holocaust & Israel
- 18 The Holocaust & Foreign Policies - The Middle East

- 19 The Cold War - Europe
- 20 The Cold War - China & Asia
- 21 The Cold War - US & Southeast Asia
- 22 The Cold War - US & South America

- 23 Post-Colonial Africa

- 24 Australasia
- 25 The EU
- 26 Trade: NAFTA, China, and the World

- 27 The Rise of Islam
- 28 Migration & the Receiving Countries
- 29 Migration & the Sending Countries
- 30 Conclusion - where next ?

ADDITIONAL

The final examination will be in week 16.

This is a tentative schedule reflecting past semesters. Each semester will be different depending on the speed of completion of the units so that not all units will necessarily be taught each semester. There are no required materials, the instructor writes all the basic material. Additional material will also be used.

Emphasis on in class exercises: problem solving. Feedback for this will be in class. There will also be written assignments and short quizzes. In principle, graded work will be returned within one week of submission with feedback/comments.

Diploma Policy Objectives

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations
3. The ability to identify and solve problems
4. Advanced communicative proficiency in English

All students are expected to work for 45 minutes to one hour before and after each class either in reviewing material or completing homework assignments.

All readings will be: 1) Pre-read; 2) Read aloud in class; 3) Selected vocabulary will be explained with examples of usage

文部科学省から採択された 大学教育再生加速プログラム 		Advanced	Proficient	Developing
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions. Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize ways in which it can be combined and applied to solving a problem, but with complete recognizing relationships.
	Information Gathering			
	Assessment of Credibility			
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer and give basic information. However, incorrect pronunciation, and stress may make their responses difficult to understand.
	Social Skills			
	Professional Skills			
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows and understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits intelligent intrigue in current and world culture, but with difficulty understanding relevant information.
	Awareness of Current Events & Global Issues			
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate English ability; must reference materials often.
	Writing			
	Oral Communication			
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate oral and written communication; have difficulty expressing.
	Writing			
	Oral Communication			