

Miyazaki International College
Course Syllabus (Spring Semester 2021)

Course Title (Credits)	Twentieth Century History	
Course Designation for TC	HIS 309	
Instructor	Felix A. Jiménez Botta, PhD.	
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Office/Ext	Office 211	
Office hours	Tuesdays and Thursdays, 16:10–17:15	
Course Description:		
<p>This course will introduce students to the twentieth century from a global perspective. The course will explain the emergence of nationalism, socialism, and imperialism in the 19th century, and how they contributed to the two major events that created the twentieth century: World War One and the Soviet Revolution. We will analyze the course of WW1, the Great Depression, World War II, and the genocide against the Jews. Then, we will examine how the wars reshaped the European and Asian continents, weakened Europe's imperial hold on Africa and Asia, and spawned the Cold War. We will also discuss how the Cold War intersected with decolonization. Finally, we will examine how the world changed after 1968 and why the Communist system collapsed.</p>		
Course Objectives:		
<p>The course will help students do the following in each class session:</p> <ul style="list-style-type: none"> -Improve critical reading skills and develop vocabulary. -Improve skills in asking as well as answering <i>good</i> questions. -Heighten mastery of communication (writing, listening, presenting). -Increase overall proficiency in analysis and discussion. -Enhance understanding of the twentieth century from a global perspective. -Improve ability to create, develop, and test original arguments. 		
Course Schedule		
Day	Topic	Content/Activities
1	Introduction to the Course, Syllabus, Geography	Syllabus review, and reviewing of map of the world and the various areas that the course will focus on.
2	Reading 1: Nationalism Reading: McKay, p. 720-22.	Activities: Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work
3	Reading 1: Socialism Reading: McKay, p. 722.	Activities: Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work
4	Reading 2: Causes of Imperialism	Activities: Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: Nester, 57-59.

5	Reading 2: Effects of Imperialism	Activities: Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: Nester, 59–61.
6	Reading 2: WW1	Activities: Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: Nester, 62-64.
7	Reading 3: Soviet Revolution	Activities: Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: TBA
8	Reading 4: Post-WW1 Settlement	Activities: Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: Nester, 67–68.
9	Reading 4: Great Depression	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: Nester, 68–70
10	Reading 4: Impact of Great Depression	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: Nester, 70–72
11	Reading 5: Anticolonial Struggle	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: Nester, 81-83
12	Reading 6: Totalitarianism	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: McKay, et.al. 925-927
13	Reading 6: Totalitarianism	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: McKay, et.al., 925-927
14	Midterm Examination	Brief Review and Exam
15	Reading 7: Road to WW1	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: Nester, 85–86.
16	Reading 6: Course of WW2	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: Nester, 86–88.
17	Special Reading: Holocaust	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: McKay, et.al., 942.

18	Reading 6: Postwar	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: Nester, 88-91.
19	Reading 8: Causes of Cold War	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: Nester, 93–95
20	Reading 8: Causes of Cold War, II	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: Nester, 95–98
21	Special Reading: Democratization of Japan	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: McKay, et.al., 971
22	Reading 8: Containment, I	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: Nester, 98–101
23	Reading 8: Containment, II	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: Nester, 101-103.
24	Special Reading: The Politics of Liberation	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: McKay, et.al., 960.
25	Reading 8: Third World and the Cold War	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: Nester, 103–107.
26	Reading 8: Cuban Missile Crisis and Vietnam War	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: Nester, 107-110
27	Reading 8: The Collapse of Bretton Woods	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Reading: Nester, 111-112.
28	Special Reading: World in 1968	In-class Assignments, Think-Pair-Share (TPS), Reading: McKay, et.al., 985-988.
29	Special Reading: Collapse of State Communism	Critical Reading, In-class Assignments, Think-Pair-Share (TPS), Group Work Nester: McKay, et.al., 1017.
30	Review	Review Activities- Final Reflection Due.
	Final Exam	

Required Materials

- Folder for Handouts
- B5 Notebook
- Your instructor will provide you with all the other necessary reading. Readings will be drawn from William R. Nester, *Globalization: A Short History of the Modern World*. 1st ed (New York: Palgrave Macmillan, 2010) and from McKay, John P., Bennett D. Hill, John Buckler, Patricia Buckley Ebrej, Roger B. Beck, Clare Haru Crowston, Merry E. Wiesner, and Jerry Dávila. *A History of World Societies*. Tenth edition (Boston: Bedford/St. Martin's, 2015).

Course Policies

Attendance: Discussion is necessary and many activities will be completed in class, therefore participation is vital to this course. If you do not come or if you are late, you cannot earn participation points for the day for class discussion. Do not schedule meetings or routine appointments during class. Everyone is expected to thoughtfully add to our dialogue both in the classroom and in our online discussions.

All absences require proper certification, a doctor's note and your own explanation per email, in English, for why you had to miss class. If you miss more than **five class** meetings for *any* reason, you may be required to drop the course.

Academic Honesty:

It is **essential** that you use your own ideas in this class and submit your own work in this class.

- **Plagiarism** is the presentation of someone else's work as your own, whether it be direct, undocumented quotation of words, phrases or sentences, or undocumented paraphrasing of original ideas, thoughts or content. Neglecting to acknowledge sources for outside material is a serious offense and will result in failure of the assignment and possibly the course.
- Properly citing other authors is important; **do not copy** ideas from other people or books and pass them off as your own. If you do, you will fail the assignment, and perhaps even the course.

Office Hours: You don't need an appointment for regularly scheduled office hours. In fact, you are encouraged to come and talk to me about the class, assignments, readings, and so on. If you have questions, concerns, or comments, this is a great time to discuss them. If you can't make it to office hours, you can email to make an appointment (please wait for a response). As with all emails, I will reply within one business day.

Questions: If questions or concerns related to this course arise, please feel free to discuss them with Dr. Jimenez during office hours, by appointment, or by email. Any questions or concerns regarding an assignment grade received must be discussed in person within **ten** business days after receiving the grade. **Please do not wait until the end of the semester to raise concerns about grades.**

Problems: If you have a problem or a health concern (concentration issues, need extra accommodations, etc.), come and speak with me at the start of the semester. If you have any other

problems that impede your ability to complete assignments or attend class, please speak with me right away. If you have spoken to me and your problem persists, please contact Dean Passos:

apassos@sky.miyazaki-mic.ac.jp.

No harassment of any kind will be tolerated. Discrimination on the basis of race, creed, color, national origins, age, sex, disability, sexual orientation, and gender identity is prohibited. Please be respectful of others. As some of our course material is controversial or sensitive and may contain adult content, respectful discussion is especially crucial. Dr. Jimenez reserves the right to ask anyone to leave at any time.

All assignments should be typed and submitted per the instructions on the assignment sheet. Back up your work and save often. Technology can cause trouble; don't let it hurt your grade. Dr. Jimenez will only accept emailed assignments with prior approval. Late work will be penalized. Work that is submitted late *may not* be accepted. Detailed assignment sheets outlining expectations for projects, responses, reflections, presentations, and so on will be given to you in class and will be available on our class website.

On assignments:

100-90: A grade

80-89: B grade

70-79: C grade

60-69: D grade

0-59: F grade

Grades will be broken down as follows:

Participation and In-class assignments: 25%

Weekly Worksheets: 15 %

Midterm Examination: 25%

Final Examination: 25%

Reflection Paper: 10%

Methods of Feedback:

In principle, graded work will be returned within one week of submission with appropriate feedback i.e., grade, comments, rubric, etc.

Diploma Policy Objectives:







Work completed in this course helps students achieve the following Diploma Policy objective(s):

- 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

5: Proficiency in the use of information technology

Notes:

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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 the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	
	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 questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows 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 interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	Insufficient effort or evidence of achievement
	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 dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	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: tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar. Unable to form questions	
	Writing					
	Oral Communication					