

History 265: The World Divided At War since 1914



Fall Semester 2019

Time: MWF, 9-9:50

Location: Ferguson Social Sciences #141

3 Credit Hours

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Office hours: Mondays and Wednesdays, 10:30-11:30 and 1:00-2:30

If someone asked you to summarize the world since 1914 in a single sentence, *how would you do it?* What would you mention first? The two World Wars? The assassination of Franz Ferdinand and “the shot that started it all”? Labor movements? Socialism? Jazz? Fascism? Art? Technology? Human rights? Facebook? Snapchat? Instagram? You would likely tend towards whatever kind of history interests you the most, whether that be *military, social, labor, gender, or various others*. The twentieth and (the little that we have of the) twenty-first centuries can be viewed through any of these lenses. In this course, we will attempt to use them all, but we will do so through the prism of conflict. Conflict could mean actual military conflict or, say, conflict over whether to employ the atomic bomb. Our goal is a well-rounded understanding of the past 105 years and how they have been shaped by various forms of conflict.

We will move through case studies **from 1914 to 2019** chronologically. However, the goal of this course is not only to convey factual knowledge (names, dates, etc.) about

conflicts throughout the world since 1914 but to provide you with the tools to *analyze* and *interpret* these conflicts. Because of this, we will be putting these conflict case studies in the context of six greater themes: 1. population politics 2. cultural movements & social change 3. labor & economics 4. world organization & politics 5. human ingenuity and the environment and 6. imperialism, decolonization & terrorism. Instead of just remembering that, in 1914, Gavrilo Princip ran out of a sandwich shop and executed Franz Ferdinand and his wife, you will be able to weigh in on whether he should be remembered as a terrorist or as a hero. Even more importantly, you will understand *why* this question *still matters 105 years after the fact* and to whom.

So, imagine this course as a collection of some of *the most important and influential conflict flashpoints* spanning the last 105 years. To most of us born in the last decade (okay, two) of the twentieth century, this is both near and far history. On one hand, it was only recently that we marked the centennials of the start and end of “the war to end all wars.” Only 74 years have passed since the end of WWII, and you may still have family members that fought in it. On the other hand, can you imagine a world without airplanes? Being unable to fly from Texas to another state? By isolating particular conflict case studies and viewing them as microcosms for the history of the world since 1914, we will gain a nuanced understanding of how this past shapes our present day. This knowledge carries over into all areas of your life in ways that may surprise you. Welcome!

Student Learning Outcomes- This course will help you:

1. Form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena. Identify and engage the arguments of others.
2. Follow conventions of grammar and syntax appropriate to the audience, purpose and message. Cite properly.
3. Demonstrate awareness of societal and/or civic issues.
4. Understand your role in your own education.

ACCESS AND NAVIGATION:

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu. Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Readings: There is no textbook for this course. Instead, I use **MYLEO** to post readings, class materials, and assignment instructions, so please check it regularly. If you foresee issues with doing so (lack of technology and/or regular internet access), please let me know immediately so that we can discuss alternative arrangements.

- ❖ I reserve the right to make changes to the class schedule and assigned readings. If I do so, I will notify you ahead of time, either in class or via e-mail.
- ❖ Please check to make sure that you can access the readings on **MYLEO** the day before any scheduled class. If a particular article or a link is malfunctioning, get in touch with me immediately.

GENERAL EXPECTATIONS:

- ❖ **Reading** – You are expected to read, mull over and jot down notes on the readings before any scheduled class. We will always begin class with a writing activity (graded) based on the day’s readings, so doing the reading is essential.
 - Please bring your reading to class in hard copy or electronic format so that we can refer to it. If you take thorough notes, you can bring those.
- ❖ **Participation** – Because this course will not be conducted in the traditional lecture format, class participation is essential not just to your success but to the success of the class as a whole.
 - Participation will have **two** components:
 1. In-class discussions and activities
 2. In-class writing activity
 - Participation will be graded on a regular basis. See the “grade breakdown” section for more information.
- ❖ I encourage you to take notes during class and while reading to prepare for your quizzes and the final project. Writing the final project and taking the quizzes will be significantly easier if you already have good notes, as many themes will be recycled and revisited.
- ❖ Please feel free to raise your hand and ask questions at any point during class. If I need to table your question and address it later, I will let you know.

ASSIGNMENTS & GRADE BREAKDOWN:

Class meeting (35% of your final grade)

- ❖ Each class meeting is an opportunity to earn **50 points**.
- ❖ **Attendance: 20 points**
 - I take attendance at the start of every class. If you are not present by the time class begins, you will be considered tardy and 5 points will be deducted from your attendance. However, I realize that the many uncertainties of daily life and campus logistics sometimes conspire against you and make you late. For this reason, if you speak to me after class and simply inform me of the issue, I will happily waive the point deduction. *I am more than flexible on this, but you do need to take initiative and tell me why you were late.* If you know ahead of time that you will be tardy, notify me and I will waive the deduction.
 - If you are tardy, please enter class in the least disruptive way possible.
 - If you leave class before it is over without arranging it with me first, 15 points will be deducted from your attendance points.
- ❖ **In-class participation (verbal (10) & written(20)): 30 points**
 - I will provide you with many opportunities to participate in class. I would like you to either contribute verbally **once** during every class or to show

verbal engagement in your small group discussions. This is essential to our collective engagement with the material. I will keep track of who participates verbally on a class-by-class basis.

- Your in-class writing activity is worth 20 points. As long as you give it a genuine try and show that you did the reading, you will earn full points.
- ❖ **Student learning outcomes:** In class, we will focus on developing our knowledge of World History, on identifying arguments and forming and sharing our own, and on working with primary sources.

Quizzes (3 quizzes - 30% of your final grade)

- ❖ The quizzes will be taken in class and will ask you to recall and synthesize material from your readings, my lectures, and our class discussions. They will be closed-book and composed of multiple choice and identification questions, as well as a mini-essay. See the course schedule for quiz dates.
- ❖ You must take all the quizzes at their scheduled time. In case of an emergency or an issue beyond your control, you *may* be allowed to take a make-up quiz. However, you must contact me to discuss this and submit your proof of emergency within 1 day of the scheduled quiz.
- ❖ **Student learning outcomes:** Quizzes will help you encode historical information into your brain and to compose an argument.

Final Paper (35% of your final grade)

- ❖ Instead of a final exam, you will be writing a final paper. Feel free to start working on and/or consulting me for help on this paper immediately.
- ❖ **Due date: Wednesday, 12/11, by 10am:** Your final paper must be e-mailed to me by December 11, 10 am. This final paper is your final exam. This means that I absolutely cannot accept any submissions after the due date.
- ❖ **Student learning outcome:** This final paper will allow you to show off what you have learned by composing an original historical analysis, explaining historical phenomena, appraising the arguments of experts, and citing properly.

Final paper: CONFLICT CASE STUDY

Choose a particular conflict that occurred within the time frame of this course and conduct an extensive analysis of it. You are not limited to military conflicts and can interpret the word quite loosely. Research this conflict in order to find out what historians have written on it previously and whether they agree with one another. Then, most importantly, offer **your original answer (your argument)** to the following question: *What effect has this conflict had on the time period in question (1914-2019) and why is it (or is it) still significant?* To support your answer to this question, you should use your research. This paper will provide you with a well-rounded understanding of a particular conflict and the opportunity to appraise it from multiple, academic perspectives. I will provide you with a detailed rubric for this assignment.

This paper must be typed and double-spaced in 12-point font, Word format, ~1500 words. It will be graded on (1) content, accuracy and aptness of analysis and (2) quality and accuracy of prose, grammar and style. You **must** consult academic literature and provide a properly-formatted bibliography. This is a tri-partite project, and each part **must** be completed for an “A” grade.

Part I – Subject Selection

- Notify me via a written assignment (1-pg, double spaced) of the conflict you would like to research and why it interests you. This is worth **10/100** points.
- Due date: **Friday, September 20, 2019 (by the end of the day)**
 - Unless we have an alternative arrangement, one point will be deducted for each day that this assignment is late.

Part II – Annotated Bibliography

- Turn in an annotated bibliography listing the sources that you plan to use to research and write your final project. This is worth **10/100** points.
- Due date: **Friday, October 18, 2019 (by the end of the day)**
 - Unless we have an alternative arrangement, one point will be deducted for each day that this assignment is late.

Part III – Final Paper

- Due date: **Wednesday, 12/11, by 10am**

SCALE:

All grades will be computed on the following standard scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or below

UNIVERSITY & COURSE POLICIES:

If you anticipate missing any portion of class for reasons beyond your control (e.g., court appearance, military duty, scheduled medical appointment), please notify me at least one day before the scheduled class period. It is in your best interest to let me know as soon as possible so we can work out an arrangement if one is possible.

If an emergency occurs, notify me within a day of the emergency (or as soon as possible, depending on the situation) to provide documentation and discuss the potential of make-up work. Make-up opportunities may be awarded at my discretion. The same goes for extensions for any assignments associated with this class. Assignments that are received late without just cause or without a previously-approved excuse will not be accepted. The due dates on the syllabus for any and all assignments will be enforced. Note these dates, commit them to your planners and plan ahead. In case of a zombie apocalypse, don't try to reach me, I'll be out battling zombies.

E-mails: One of your jobs as a student is professionalizing yourself in preparation for whatever employment you may seek after your university years. An important element of professionalism is communication, and one of the primary modes of communication

in a class is e-mail. That being said, I want you to consider class-related e-mails to me and fellow students as an exercise in professionalism. Please use formal English in your e-mails, and do not forget to sign your message with your full name. Before you shoot off an e-mail, ask yourself, "Would I send this e-mail to my boss?" If not, take some time to think on why and revise. I will respond to your e-mails in a timely manner, no later than 24 hours after receiving them.

Student conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#):
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx> Please be cool.

TAMUC attendance policy: For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Grades and grade complaints: I will return all graded assignments to you no later than a week after they are submitted, but likely much earlier. One day after receiving any graded assignment, you have the option to make an appointment with me and discuss your grade. I do not guarantee that I will change your grade, but I would be happy to hear your case.

Academic Integrity: Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Disability Services: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)
<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Non-discrimination Policy: Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statements: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Cellphones and Laptops: The use of a cell phone is strictly forbidden during class, and if I see you using one, you will immediately lose half of your daily points (25/50). I will not issue any warnings; I will simply deduct those points. If you experience a pressing need to use your cell phone, you can either let me know before class or simply excuse yourself from the class briefly.

Laptops are allowed in class as long as they are completely silent and not disruptive to your fellow students and I. If an issue arises, I will bring it up with you individually. If your laptop is found to be excessively disruptive, I reserve the right to revoke your laptop privileges.

Final Note: This syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for me to modify the syllabus during the semester. Any changes will be announced in advance. It is your responsibility to keep track of these changes once they are announced.

Week 1 – Course Introduction, Gavrilo Princip & the Ludlow Massacre

- 1.1 M, August 26** Introduction to the course
- 1.2 W, August 28**
1. Weissman, Busch and Schouten, *The Evolution of Terrorism from 1914 to 2014*, pp. 259-262.
 2. Miller, *The Assassin's Shadow: The Beginning of WWI & The Legacy of Gavrilo Princip*, OSU Origins webpage.
 3. NPR: Princip Pulled 'The Trigger,' But Never Meant To Start A War, webpage. (read and listen)
 4. The Economist: Princip's Footsteps, webpage.
- 1.3 F, August 30**
1. Walker, *The Ludlow Massacre: Class, Warfare, and Historical Memory in Southern Colorado*, pp. 66-80.

Week 2 – Communism & World Peace

- 2.1 M, September 2** LABOR DAY – NO CLASSES
- 2.2 W, September 4**
1. Davis and Trani, *An American in Russia: Russell M. Story and the Bolshevik Revolution, 1917-1919*, pp. 704-721.
- 2.3 F, September 6**
1. Fink, *The Paris Peace Conference and the Question of Minority Rights*, pp. 273-288.

Week 3 – Prohibition, Suffrage & Gandhi

- 3.1 M, September 9**
1. Willrich, "Close That Place of Hell": Poor Women and the Cultural Politics of Prohibition, pp. 555-567.
 2. PBS: *The Roaring Twenties*, webpage.
- 3.2 W, September 11** FALL CENSUS DATE
1. Pernet, *Chilean Feminists: The International Women's Movement, and Suffrage, 1915-1950*, pp. 663-674 (stop at the last full paragraph).
- 3.3 F, September 13**
1. Prayer, *Mahatma Gandhi and Nationalist India as Seen by the Catholic Church, 1920-1949*, pp. 371-392

Week 4 – Irish Nationalism, the Stock Market & Quiz 1

- 4.1 M, September 16**
1. Dhaibheid, *The Irish National Aid Association and the Radicalization of Public Opinion in Ireland, 1916-1918*, pp. 705-729.

- 4.2 W, September 18**
1. Amsterdam, *Down and Out (Again): America's Long Struggle with Mass Unemployment*, OSU Origins webpage.
 2. McElvaine, *Black Tuesday after 70 Years*, OSU Origins webpage.
 3. Prepare questions about the study guide!
 4. Work on Part I of your final project!

4.3 F, September 20 **Quiz 1**

Reminder: Please e-mail Part I of your final project to me by the end of the day (Friday, September 20).

Week 5 – The Interwar Years

- 5.1 M, September 23**
1. Textbook reading: *Political Ideologies of the Interwar Years*, pp. 66-87.
- 5.2 W, September 25**
1. Matusевич, *An Exotic Subversive: Africa, Africans and the Soviet Everyday*, pp. 57-68.
- 5.3 F, September 27**
1. BBC In Our Time, *Spanish Civil War*, podcast.
 2. Matthews, 'Our Red Soldiers': The Nationalist Army's Management of its Left-Wing Conscripts in the Spanish Civil War 1936-9', 344-363.

Week 6 – China & the Second Sino-Japanese War

- 6.1 M, September 30**
1. *Digital History: How China Became a Communist Country*
 2. Asia for Educators, *The Long March: 1934-1936*, webpage.
- 6.2 W, October 2**
1. Textbook reading: Spielvogel, *The Crisis Deepens, WWII*, 738-760.
- 6.3 F, October 4**
1. Yoshiaki, *The Second Sino-Japanese War and National Mobilization: The Issue of Rallying Soldiers and Personal Experiences on the Battlefield*, pp. 119-130.

Week 7 – Appeasement, Aggression & Mass Murder

- 7.1 M, October 7**
1. BBC Bitesize: *Appeasement of Germany*, webpage.
 2. Arena, *The Nazis Take Poland & the Start of World War II*, OSU Origins webpage.

7.2 W, October 9

1. Okawa, *Putting Their Lives on the Line: Personal Narratives as Political Discourse among Japanese Petitioners in American WWII Internment*, pp. 50-59.
2. Johnson, *On the Liberation of the Concentration Camps*, OSU Origins webpage.

7.3 F, October 11

1. Ohara, 'Interminable hell': *Hiroshima's Nurses Remember the Atomic Bomb*, pp. 303-305.
2. Maley III & Hohan, *Not Everyone Wanted to Bomb Hiroshima*, OSU Origins webpage.
3. Development & Proliferation of Nuclear Weapons.
4. Cloud, *Dr. Takemi and the Atomic Bomb*, pp. 413-415.

Week 8 – Justice, Jazz & the Cold War

8.1 M, October 14

1. Marrus, *The Nuremberg Trial: Fifty Years After*, 563-570.
2. Textbook reading: *The New United Nations and Postwar Challenges, 1945-1947*, pp. 679 & 682.
3. Textbook reading: *Aftermath of the War*, pp. 634-637.

8.2 W, October 16

1. Textbook reading: *Cold War and a New Western World, 1945-1965*, pp. 640-647.
2. Clegg, *When Jazz Was King: Selling Records with the Cold War*, pp. 243-254.

8.3 F, October 18

1. Textbook reading: Spheres of Influence, pp. 704-705
2. Textbook reading: South and Southeast Asia Since Independence, pp. 646-648.
3. Khan, Asking New Questions about the Partition of the Indian Subcontinent, pp. 1-10.

Reminder: Please e-mail Part II of your final project to me by the end of the day (Friday, October 18).

Week 9 – Decolonization & Quiz 2

9.1 M, October 21

1. Textbook reading: Chapter 49 – Africa's Decolonization & Independence, pp. 655-667.

9.2 W, October 23

No readings, prepare questions about the study guide!

9.3 F, October 25

Quiz 2

Week 10 – Break-ups & the Cold War

10.1 M, October 28

1. Zhang, Zhang & Yao, *Technology Transfer from the Soviet*

Union to the People's Republic of China, 1949-1966,
pp. 105-121.

10.2 W, October 30 1. Lishock and Bille, *The First Space Race: Introduction,*
pp. 3-25.

10.3 F, November 1 1. Goscha, 'Hell in a Very Small Place' *Cold War and
Decolonisation in the Assault on the Vietnamese Body
at Dien Bien Phu,* pp. 201-223.

Week 11 – The Middle East & Mosquitos

11.1 M, November 4 1. Rowley and Taylor, *The Israel and Palestine Land
Settlement Problem, 1948-2005: An
Analytical History,* pp. 77-90.

11.2 W, November 6 1. Parsa, *Ideology and Political Action in the Iranian
Revolution,* pp. 53-68.

11.3 F, November 8 1. Lucks & Kennedy, *Rubber, Blight and Mosquitos:
Biogeography Meets the Global Economy,* pp. 369-
383.

Week 12 – Latin America & Quiz 3

12.1 M, November 11 1. Textbook reading: Latin America from Independence to
Dependent States, pp. 523-533.
2. Textbook reading: Latin America in the 20th Century, pp.
668-679
3. Pettina, *The Shadows of Cold War over Latin America,* pp.
317-339.

12.2 W, November 13 *No readings, prepare questions about the study guide!*

12.3 F, November 15 **Quiz 3**

Week 13 – The PC, David Hasselhoff & the Fall of the Berlin Wall

13.1 M, November 18 1. Abbate, *The Electrical Century – Getting Small: A Short
History of the Personal Computer,* pp. 1695-1698.
2. Crilley, *Information Warfare: New Battlefields: Terrorist,
Propaganda and the Internet,* pp. 250-264.
3. Larabee, *It's Not How to Make a Bomb That's the
Problem, It's Why,* OSU Origins webpage.

13.2 W, November 20 1. Dragostinova, *1989 Twenty Years On: The End of*

- Communism and the Fate of Eastern Europe*,
OSU Origins webpage (read **BOTH** pages).
2. Johnson, *Remember, Remember, the 9th of November: The Fall of the Berlin Wall 25 Years On*, OSU Origins webpage.

- 13.3 F, November 22**
1. Chapter 53: *A New Millennium*, pp. 705-717.
 2. The Economist: *The East is Grey*
 3. Reynolds, *History of Environmentalism*

Week 14 – HAPPY THANKSGIVING!

14.1 M, November 25 NO CLASS – WORK ON YOUR FINAL PAPERS!

14.2 W, November 27 HAPPY THANKSGIVING! NO CLASS!

14.3 F, November 29 HAPPY THANKSGIVING! NO CLASS!

Week 15 – Genocide & Terrorism

15.1 M, December 2 1. Berdal, *The United Nations, Peacebuilding and the Genocide in Rwanda*, pp. 115-130.

15.2 W, December 4

1. Ehrlich & Liu, *Some Roots of Terrorism*, pp. 183-192.
2. Raghu Raman, *The Three Myths of Terrorism*, TedxMehrauli video, webpage.

15.3 F, December 6 **LAST DAY OF CLASS!**
Final paper discussion & workshopping – no readings

Week 16 – Finals Week

16.1 M, December 9 **Mandatory office hours**
Make an appointment to see me and debrief.

FINAL PAPER DUE: Wednesday, 12/11, by 10am