

General Elective

Winter 2016

Section: 01

AHSS 1040

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| Academic Advisor: | General Elective Course. Please contact appropriate Academic Advisor within your program area. |
| Guelph Humber Website: | www.guelphhumber.ca |

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| Course Title: | Currents in Twentieth Century Global History |
| Pre-requisites: | None |
| Co-requisites: | None |
| Restrictions: | None |
| Credits: | 0.50 |
| Course Website (If applicable): | http://www.onlineguelphhumber.ca/ |
| Method of Delivery: | 3-0 (Lecture) |

Calendar Description:

This course introduces students to the main currents of twentieth century global history with a particular emphasis on Asia, Africa and Latin America. It focuses on themes of hegemony and resistance: great power imperialism and nationalist resistance; post-colonial struggles against foreign domination; challenges to global economic and political structures; race and gender hierarchies; and technological and environmental movements.

Course Description:

This course will explore various topics in global history during the twentieth century. Themes of cause/effect and continuity will be stressed, and the approach and structure of the course is thematic.

The first part of the twentieth century inaugurated important changes. The global dominance of the European continent for centuries, reached its apex, and came to a catastrophic end over a forty year period marked by two World Wars. This course will examine the causes and collapse of the nineteenth century European balance of power system, while paralleling the development of colonial national liberation struggles. The impact of warfare and revolution upon society, the transformation and mobilization of mass movements in politics, the failure to achieve interwar political stability, and the collapse of the League of Nations idea, will be some of the major topics. Our discussions shall revolve around themes: the nation-state, science and technology, ideologies of political and social empowerment, imperialism, global economy, alliance systems and collective security, totalitarianism, mass culture.

The second half of the twentieth century, after 1945, will examine: the origins and effects of bipolarity and the Cold War on the international system, decolonization and emerging third world nationalism, low intensity conflict and nuclear diplomacy, the collapse of Soviet bloc and the demise of the USSR, efforts towards European Union and Globalization which challenge the concept of the nation-state and the framework of the United Nations. Several of these events will be examined in detail through case studies. There are two major themes of global importance during this era upon which this course shall focus: superpower and regional efforts to reconstruct the world according to 19th-20th Century principles such as the balance of power; and the growing civic/popular unrest with this vision of a restored world and their efforts/avenues to force change.

The course follows a lecture format. The instructor will guide you through the main themes. The student shall supplement this information with a study of the course text. Neither the lectures, nor the text, are a mutually exclusive method of learning for this course. Both are to be utilized in tandem, and both shall be the basis of course assignments and evaluation.

Included in the course schedule, are 'Guiding Questions' for each week. These serve to direct the student's focus/attention regarding the themes and issues of each week's lecture and readings. The Guiding Questions are an excellent review of the course material, as a self-assessment of topic comprehension, and study preparation for the midterm and final examinations.

Course Learning Outcomes:

On completion of this course the student will be able to:

1. Describe the processes of great power imperialism and nationalist resistance.
2. Identify and explain struggles against foreign domination in the post-colonial era.
3. Recognize challenges to global economic and political structures in the twentieth century.
4. Analyze and describe race and gender hierarchies in the twentieth century.
5. Analyze and explain technological, intellectual, and environmental movements in the twentieth century

Students will also learn to:

1. Outline the main currents of 20th Century history and relate their interdependence.
2. Provide sociological and historic causation for contemporary world events.
3. Discuss the determinants of globalization as a phenomenon, and its discontents.
4. Deconstruct sociopolitical movements and understand how power is exercised.

Learning Resources

Required Textbook(s):

Title: N/A
Author:
Edition:
ISBN:
Publisher:

Supplementary Text/other:

N/A

Course Schedule

| Lesson/ Week | Topic | Readings/Activities |
|-----------------|---|---|
| 1 | <p>Course Rationale, Themes of the 20th Century, Defining Imperialism</p> <p>Guiding Questions: How is the Industrial Revolution linked with Imperialism? Account for the European domination of colonial societies. List the differences between the patterns of colonialism? What is the ‘Drain Theory’? Describe how colonialism was a globalized system.</p> | <p>CAIN, P. Economics and Ethics of British Imperialism. <i>The Historical Journal</i> 55(1), February 2012.</p> <p>MAZOWER, M. Paved Intentions: Civilization and Imperialism. Volume 171(2), Fall 2008.</p> |
| 2 | <p>Global Conflicts and Internationalism</p> <p>Guiding Questions: What were the origins of conflict (WWI)? How would you periodize WWI (describe the campaigns by theme)? Describe the political, intellectual and cultural foundations of the League idea. How would you periodize the conflict of WWII (describe the conflict by theme)?</p> | <p>WILLIAMSON S. and MAY, E. An Identity of Opinion, Historians and July 1914. <i>The Journal of Modern History</i>. 79(2), June 2007.</p> <p>LAQUA, D. Transnational Intellectual Cooperation, the League of Nations, and the Problem of Order. <i>Journal of Global History</i> 6(2), June 2011.</p> <p>SCHLESINGER, S. The Warrior United Nations. <i>American Foreign Policy Interests</i>, 35(4), 2013(7).</p> |
| 3 | <p>Revolutions of Left and Right</p> <p>Guiding Questions: What caused the Russian Revolution? Explain the foundations of Socialism. What was the process by which Stalin emerged as the leader of the USSR? What is fascism? What distinguishes Mussolini from Hitler as a leader?</p> | <p>BERMAN, S. Three Faces of Fascism. <i>World Policy Journal</i> 21(3), Fall 2004.</p> <p>WIRSCHING, A. Comparing Local Communisms. <i>Twentieth Century Communism</i>, Volume 5, 2013 (1).</p> <p>GENTILE, E. Fascism and the Italian Road to Totalitarianism. <i>Constellations</i> 15(3), 2008(09).</p> <p>MURPHY, K. Can we Write the History of the Russian Revolution? <i>Historical Materialism</i>, 15(2), 2007.</p> |
| 4 | <p>The Failure of Global Collective Security</p> <p>Guiding Questions:</p> | <p>ROI, M. Introduction: Appeasement: Rethinking the Policy and the Policy Makers.</p> |

| Lesson/ Week | Topic | Readings/Activities |
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| | Did the League of Nations fail to keep the peace, or was it the Great Powers that did not allow the League to function which caused its collapse as an institution of diplomacy? | Diplomacy and Statecraft, 9(13), 2008 (09). COX, J. Racial Ideology, Imperialism and Nazi Genocide. Global Dialogue, 19(1), 2013(1). |
| 5 | Midterm Exam (In Class); and First Review Article Due | |
| Winter Break | | |
| 6 | <p>The Changing Nature of Warfare and Diplomacy</p> <p>Guiding Questions: How did diplomacy and warfare change post-1945? Explain the origins and doctrine of post-WWII American foreign policy. How did Germany become partitioned? Why and how did Korea become a proxy battleground for the Superpowers? What is bipolarity and how did this affect global history 1945-1992?</p> | <p>MISCAMBLE, W. Roosevelt, Truman and the Development of Post-War Grand Strategy. Origins 53(4), January 2009.</p> <p>ROSEN, S. The Impact of the Office of Net-Assessment on the American Military in the Matter of the Revolution in Military Affairs. Journal of Strategic Studies, 33(4), 2010(8).</p> <p>FOSSLER-LUSSIER, D. Music Pushed, Music Pulled: Cultural Diplomacy, Globalization and Imperialism Diplomatic History, 36(1), 2012(1).</p> |
| 7 | <p>Ethno-nationalism and Nation-State in the Middle East</p> <p>Guiding Questions: How were the borders of the Ottoman Empire redrawn after WWI, and what has been the result?</p> | <p>MATHER, Y. The Fall of the Ottoman Empire and Current Conflict in the Middle East. Critique 42(3), July 2014.</p> <p>KOBER, A. Great-Power Involvement and Israeli Battlefield Success in Arab-Israeli Wars 1948-1982. Journal of Cold War Studies, 8(1), 2006.</p> |
| 8 | <p>Democracy and Dictatorship in Asia</p> <p>Guiding Questions: What accounts for the Sino-Soviet rift? Compare and contrast the independence and postcolonial histories of India and China. Describe the role the Indian National Congress played to achieve unity and independence How did Gandhi</p> | <p>GANGULY, S. Six Decades of Independence. Journal of Democracy 18(2), 2007(05).</p> <p>WEI, G. Mao's Legacy Revisited: Its Lasting Impact on China and Post-Mao Era Reform. Asian Politics and Policy, 3(1), 2011(1).</p> |

| Lesson/ Week | Topic | Readings/Activities |
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| | transform the Indian National Congress? | |
| 9 | <p>Pan-African Intellectual Thought and Black Liberation Struggles</p> <p>Guiding Questions: Trace the evolution of liberation strategies (and compare/contrast): Booker T. Washington, W.E.B. DuBois, Marcus Garvey, Martin Luther King Jr., Malcolm X. Trace the development of Apartheid in South Africa (trace events from the Boer Wars)?</p> | <p>SHIVJI, I. Nationalism and Pan-Africanism: Decisive Moments in Nyerere’s Political and Intellectual Thought. <i>Review of African Political Economy</i>, 39(131), March 2012.</p> <p>EDOZI, R. The Sixth Zone: The African Diaspora and the African Union’s Global Era Pan-Africanism. <i>Journal of African American Studies</i>, 16(2), 2012(6).</p> <p>KENDHAMMER, B. DuBois the Pan-Africanist and the Development of African Nationalism. <i>Ethnic and Racial Studies</i>, 30(1), 2007(01).</p> |
| 10 | <p>Europe as a Regional Organization and Identity</p> <p>Guiding Questions: What was the impact of the death of Stalin, on the Soviet system? Explain ‘perestroika’, ‘glasnost’ as policies. Explain the history of the European Union through its policies (industrial, agricultural, monetary). Why did Britain abstain from joining European Union, what is her position now?</p> | <p>VAN GORP, B. and RENES, H. A European Cultural Identity? Heritage and Shared Histories in the European Union. <i>Tijdschrift voor economische en sociale geografie</i>, 98(3), July 2007.</p> <p>VATAMAN, D. History of the European Union. <i>Lex et Scientia</i>, 17(2), 2010(12).</p> |
| 11 | <p>Indigeneity and Alternate Globalisms</p> <p>Guiding Questions: What are the common issues facing indigenous people throughout the world, why? Explain how schooling and education can de-culturalize. What is Globalization? Define its areas and give examples. Are there universal human rights, irrespective of culture/politics? What has succeeded bipolarity (post-Cold War situation)?</p> | <p>MERLAN, F. Indigeneity: Global and Local. <i>Current Anthropology</i>, 50(3), 2009(06).</p> <p>CHRISTMAS, R. Multi-Track Diplomacy and Canada’s Indigenous Peoples. <i>Peace Research Volume 44/45, Issue 2/1</i>, 2012(7).</p> <p>ANAYA, S.J. The Human Rights of Indigenous Peoples: United Nations Developments. <i>The University of Hawaii Law Review</i>, 35(2), 2013(3).</p> |

| Lesson/ Week | Topic | Readings/Activities |
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| | | EVANS, D., CAMPBELL, H., MURCOT, A. A Brief Pre-History of Food Waste and the Social Sciences. <i>The Sociological Review</i> , 60(S2), 2012(12). |
| 12 | <p>Transnational Culture and the 21st Century</p> <p>Second Review Article Due</p> <p>Guiding Questions: Define Feminism and trace its development from the late 19th Century through a discussion of its categories, philosophies and advocacy. How and why has it become a valuable tool of social, political and economic commentary? Discuss the origins of Hip-Hop as a culture. Then account for its development as a global form of culture and social protest. Has Information-Technology bridged the cultural/political divide?</p> | <p>DOSS, C., SUMMERFIELD, G., TSIKATA, D. Land, Gender and Food Security. <i>Feminist Economics</i>, 20(1), January 2014.</p> <p>SAMPAIO, A. Transnational Feminisms in a New Global Matrix <i>International Feminist Journal of Politics</i>, 6(2), January 2004.</p> <p>NGUYEN, M.T. The Biopower of Beauty: Humanitarian Imperialism and Global Feminisms in an Age of Terror. <i>Journal of Women in Culture and Society</i>, 36(2), 11(1).</p> <p>JAFFE, R. Hip-Hop and Urban Studies. <i>International Journal of Urban and Regional Research</i>, 38(2), 2014(3).</p> <p>OH, I. The Globalization of K-Pop: Korea's Place in the Global Music Industry. <i>Korea Observer</i>, 44(3), 2013(10).</p> <p>CALLIESS, G. Introduction: Transnational Corporations Revisited. <i>Indiana Journal of Global Legal Studies</i>, 18(2), 2011(7).</p> |
| <p align="center">Final Exam – (to be scheduled within final exam period) Please check www.guelphhumber.ca for exam schedules</p> | | |

Evaluation and Due Dates

Students will be evaluated in this course through:

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| Midterm Examination | 30% (In Class: February 10) |
| First Review Article | 15% (Due: February 10) |
| Second Review Article | 15% (Due: April 6) |
| Final Examination (TBA) | 40% (TBA: During Exam Period) |

TOTAL **100%**

NOTE: All final exams are 2 hours in length and will be scheduled by Registrarial Services and available online at <http://guelphhumber.ca/registrar/schedules>

Assignment Details:

See Appendix A

Policy for Late Work

Late assignments will be penalized at the rate of 5% per day.
Students must retain rough notes/drafts and a copy of any written work which they submit.

Drop Box Policy

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

NOTE: The University of Guelph-Humber Undergraduate Calendar states:

“Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.”

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms to the university’s Academic Misconduct policy. The instructor will notify students of such a requirement in advance. More information on Academic Misconduct is included below in this outline.

Academic Policies

Important University of Guelph-Humber Academic Regulations

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Academic Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy:

<http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback

on their work. Instructors must provide meaningful and constructive feedback prior to the 40th class day. This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical**, **psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students will identify themselves to Accessibility Learning Services and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing an "***Accommodation Letter***".

When students require test accommodations, they will

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodation.
- Book the test date and time in the Accessibility Learning Services office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Accessibility Learning Services. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at: <http://www.humber.ca/student-life/swac/accessible-learning>

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at: <http://www.guelphhumber.ca/registrar/policies>

Appendix A

There are two Review Article Assignments for the course (dates of submission in class, as above). The format for each assignment is as follows.

For the First Review Assignment the student shall pick one article from weeks 1-4.

For the Second Review Assignment the student shall pick one article from weeks 6-12.

For each assignment, the student shall read her/his chosen article and then write a review essay of 5 pages in length. Each review essay shall answer the following questions:

- o What is the thesis of the article (the author's purpose for writing)?
- o What are the main arguments of the article?
- o Do the author's conclusions make sense (are you convinced, do you agree, why or why not)?
- o How does the article contribute to your understanding of the lecture topic/theme?
- o What are the un-answered questions that you are left with concerning this episode in history?

Each review assignment may be written in either formal (third-person) or journal (first-person) style. The student will utilize APA format for the citation of direct quotes and information from the article (no bibliography is necessary).

Each review assignment requires a title page with the following information:

- o Student name and student-number (eg. Tanisha Jackson, 08764599)
- o Indication of the submission and date (eg. Second Review Assignment, December 2, 2015)
- o The title of the lecture theme/topic (eg. Lecture Topic: Revolutions of Left and Right)
- o The full citation of the chosen article (eg. Article Chosen: BERMAN, S. Three Faces of Fascism. World Policy Journal 21(3), Fall 2004.)