

**EASTERN MICHIGAN UNIVERSITY**  
**DIVISION OF ACADEMIC AFFAIRS**

**REQUEST FOR INCLUSION OF A COURSE IN THE**  
**GENERAL EDUCATION PROGRAM:**  
**EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

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DEPARTMENT/SCHOOL: HISTORY & PHILOSOPHY COLLEGE: ARTS & SCIENCES  
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1. SUBJECT CODE, NUMBER, AND TITLE: HIST 103 Twentieth Century Civilization
2. Credit Hours 3
3. Course Description: An examination of the international developments of the 20th century, with particular emphasis on the interactions between the West and other world cultures.
4. This course is (check one):
  - an existing course with no revisions (need not go through the input system)
  - an existing course with revisions (attach this form to Request for Course Revision form)
  - a new course (attach this form to Request for New Course form)
5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.
  - Effective Communication
  - Quantitative Reasoning (*QR designation*)
  - Writing Intensive (*WI designation*)
  - Perspectives on a Diverse World
    - Global Awareness
    - U.S. Diversity
  - Knowledge of the Disciplines
    - Arts
    - Humanities
    - Science
    - Social Science
  - Learning Beyond the Classroom (*LBC designation*)
    - Self and Well Being
    - Community Service, Citizenship, and Leadership
    - Cultural and Academic Activities and Events
    - Career and Professional Development
    - International and Multicultural Experience
    - Undergraduate Research

- 6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.**

Hist 103 fulfills the General Education Program's Global Awareness requirement for Perspectives on a Diverse World by providing the background necessary to understand today's chief global occurrences, especially the interactions between the Western world and other world cultures. This course examines not only the main political developments of the twentieth century, but also the era's chief trends in science and technology, economics, social changes, and cultural and religious developments, and how these various trends interrelate with one another. After completing this course students should at a minimum be able to identify the most important individuals and terms of the twentieth century and know the causes and effects of the era's most important events. They should also have a better understanding of such world-wide problems as nationalism, imperialism, militarism, globalization, ideological and cultural conflict, and the varying causes of wars and violence.

- 7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.**

**1. Explore specific global issues influencing diverse nations and/or cultures, along with their interrelations within the global community.**

1A Within a chronological framework such global issues as nationalism, imperialism, militarism, globalization, ideological and cultural conflict, and the varying causes of wars and violence will be addressed, indicating how such forces have interacted with one another. Through lectures, reading, and discussion, students will come to perceive, for example, how the forces of nationalism, imperialism, and militarism helped bring about World War I. They will also come to understand the tremendous influence scientific-technological developments have had on all phases of twentieth life and culture among the nations of the world. And they will gain a greater appreciation how such forces as culture and religion influence different peoples' approaches to both local and global issues.

1B Assessment: This course is taught by various faculty who will use different methods of evaluation, but all will use exams. Other methods may include quizzes, writing assignments, oral presentations, term papers, in-class debates, and judging the quality of class participation. Students' knowledge and understanding of various important global issues and their interrelationship will be assessed by exams and such other means of assessment as indicated

above. A few examples of questions students might be asked to write or speak on are the following:

- a. What influence did the global depression that began in 1929 have on bringing about World War II?
- b. How did Marxist ideology, nationalism, and economic failures lead to the collapse of the Soviet Union?
- c. What were the chief causes of conflict in the Middle East during the late twentieth century?
- d. How did the quest for freedom and human rights have a major impact on global developments in the late twentieth century?
- e. What are some of the chief causes of the environmental crisis faced by various nations of the world by the end of the twentieth century?
- f. What are the chief reasons why terrorist activities became a greater global threat by the end of the twentieth century?

## **2. Explore their own culture and cultural practices and how these relate to the cultures and cultural practices of others in the global community.**

2A Within a chronological framework, students will examine the different meanings of culture and see how U.S. culture and sub-cultures affect their own approach to global issues. They will learn in what sense they are part of Western Civilization and how this civilization has influenced other civilizations and been influenced by them. They will also learn why some peoples have resented and resisted Western influences and what influence religion, secularization, and science and technology have had on world cultures. They will also become familiar with terms such as consumer culture, mass culture, youth culture, C. P. Snow's "two cultures," and "the clash of civilizations." To better understand other cultures and cultural conflict students may be asked to read supplemental readings that give insight into other cultures such as selections from Chinua Achebe's brief 1958 novel *Things Fall Apart* (set in Nigeria on the eve of the twentieth century); Alexander Solzhenitsyn's commencement address to Harvard University graduates in June 1978 (<http://www.columbia.edu/cu/augustine/arch/solzhenitsyn/harvard1978.html>); selections from Samuel P. Huntington's *The Clash of Civilizations and the Remaking of World Order* (1995); and/or samples from the World Values Surveys (WVS), conducted in 1981, 1990-91, 1995-1996 and 1999-2001 (see [www.worldvaluessurvey.org](http://www.worldvaluessurvey.org)).

2B Assessment: Students' knowledge and understanding of their own culture and that of other peoples will be assessed by exams and other means of assessment as indicated in 1b. A few examples of questions students might be asked to write or speak on are the following:

- a. What were the principal ways in which culture was defined in the twentieth century?
- b. During the final decades of the 20<sup>th</sup> Century, what were some of the main objections to U.S. cultural practices and influences by other countries in the global community?
- c. In his commencement address to Harvard University graduates in June 1978 [<http://www.columbia.edu/cu/augustine/arch/solzhenitsyn/harvard1978.html>], the Russian novelist Alexander Solzhenitsyn stated: "Should someone ask me whether I would indicate the West such as it is today as a model to my country, frankly I would

- have to answer negatively. . . . A fact which cannot be disputed is the weakening of human beings in the West while in the East they are becoming firmer and stronger.” In what ways do Solzhenitsyn’s words in this address challenge your culture and cultural practices (your cultural identity) and how has his own cultural identity affected his beliefs?
- d. Based on the World Values surveys mentioned in 2A, in the last decade of the 20<sup>th</sup> century people in Latin American, African, and Middle Eastern countries such as El Salvador, Puerto Rico, Columbia, Morocco, Nigeria, Algeria, Tanzania, and Jordan held the most traditional values. What are the most important of these values, and how and why are they more “traditional” than those of most U.S. citizens.
  - e. Why did Huntington believe that the clash of civilizations was becoming more frequent in the 1990s?

**3. Explore the social and historical dynamics that create and influence nations, governments, global alliances, and global conflicts.**

3A This course lends itself particularly well to this outcome since its main focus is historical dynamics. The effect of scientific and technological developments, wars, economic developments, and ideologies on nations, governments, and global relations is central to this course. Through lecture, reading, and visual presentations students will learn, for example,

- a. of the environmental impact caused by increasing the world’s population from about 1.6 billion in 1900 to about 6 billion by 1999;
- b. how World War I helped give birth to Soviet Communism and German Nazism;
- c. how World War II affected colonialism and contributed to the emergence of the United States and Soviet Union as dominant global powers;
- d. how and why most of the nations of the world emerged as independent countries between 1947 and 1992.

3B Assessment: Students’ knowledge and understanding of the impact of social and historical dynamics will be assessed by exams and other means of assessment as indicated in 1b. A few examples of questions students might be asked to write or speak on are the following:

- a. Why was WWII so much more destructive than WWI?
- b. What were the chief reasons for the development of the Cold War and its continuation for over four decades?
- c. What technological and economic forces contributed to the increased pace of globalization after 1991?
- d. What were the chief causes of decolonialization from 1947 to 1970? How did it differ in Ghana, Algeria, and India?

**4. Explore the causes and consequences of social, cultural, and racial intolerance in the world.**

4A In this course, through lecture, reading, and visual presentations students will learn of many cases of social, cultural, and racial intolerance that were so extreme they often led to massive deaths. They will, for example, learn of how

- a. racial intolerance in the United States led to lynching and segregation, especially in the south, well into the twentieth century;
- b. Nazi racial intolerance led to the deaths of millions of Jews, as well as numerous others whom the Nazis considered racially inferior;
- c. class intolerance of Communist leaders such as Stalin, Mao Zedong, and Pol Pot led to the deaths of many millions from the 1920s to the 1970s;
- d. ethnic intolerance in the 1990s between Hutus and Tutsis in Rwanda and Burundi, and between Serbs, Croats, and Bosnian Muslims in the former Yugoslavia led to hundreds of thousands of deaths.

Students will also learn the causes of such intolerance, for example:

- a. the many “isms,” creeds, and ideologies that taught and teach that some nations, religious believers, ethnic groups, or classes are inferior to others;
- b. the psychological desire of some people to feel superior to others or to find, as many Germans did amidst the Great Depression, scapegoats for their miseries;
- c. the tendency to dehumanize or demonize, sometimes by the use of dehumanizing ethnic, national, cultural, or religious slurs directed against those whom we perceive as enemies;
- d. the effects of media, especially when controlled by powerful governments such as those of Stalin, Hitler, and Mao Zedong, in fanning intolerance.

4B Assessment: Students’ knowledge and understanding of the causes and consequences of social, cultural, and racial intolerance in the world will be assessed by exams and other means of assessment as indicated in 1B. A few examples of questions students might be asked to write or speak on are the following:

- a. What were the main causes of the Holocaust?
- b. How was the intolerance directed toward various groups in Nazi Germany and Stalinist Russia similar and how was it different?
- c. How did ethnic and religious intolerance lead in the 1990s to “ethnic cleansing” and other manifestations of intolerance in Bosnia and other parts of the former Yugoslavia?
- d. How did intolerance manifest itself in African tribal conflicts such as that between Hutus and Tutsis in Rwanda and Burundi?

## **5. Analyze and synthesize information from diverse sources to make informed decisions regarding global issues.**

5A A wide variety of sources on global issues relevant to this course exist, and some of them will be used to help train students to analyze and synthesize information from diverse sources to make informed decisions regarding global issues. To aid them in this process, besides absorbing material from lectures, their text, and in-class films, students will also read selections dealing specifically with various global issues and perhaps use web sources such as that of the World Values Surveys (mentioned above in 2B). McGraw-Hill, the publisher of the main text used in this course for over two decades (see attached syllabus), has published various books in its

“Taking Sides” series, and essays from them could be combined in a custom-made supplement for this course. One of the books in this series is *Taking Sides: Clashing Views in World History*, Vol. 2, 2nd Ed. (2006). It contains contrasting points of view on such issues as:

- ISSUE 9. DID THE BOLSHEVIK REVOLUTION IMPROVE THE LIVES OF SOVIET WOMEN?
- ISSUE 10. WAS GERMAN "ELIMINATIONIST ANTISEMITISM" RESPONSIBLE FOR THE HOLOCAUST?
- ISSUE 12. WAS STALIN RESPONSIBLE FOR THE COLD WAR?
- ISSUE 14. DOES ISLAMIC REVIVALISM CHALLENGE A STABLE WORLD ORDER?
- ISSUE 15. WAS ETHNIC HATRED RESPONSIBLE FOR THE RWANDAN GENOCIDE OF 1994?
- ISSUE 16. WERE ETHNIC LEADERS RESPONSIBLE FOR THE DISINTEGRATION OF YUGOSLAVIA?
- ISSUE 17. DO THE ROOTS OF MODERN TERRORISM LIE IN POLITICAL POWERLESSNESS, ECONOMIC HOPELESSNESS, AND SOCIAL ALIENATION?
- ISSUE 18. HAVE AFGHAN WOMEN BEEN LIBERATED FROM OPPRESSION?

Students will analyze some such issues in this course.

5B Assessment: Students’ ability to analyze and synthesize information from diverse sources to make informed decisions regarding global issues will be assessed by exams and other means of assessment as indicated in 1b. An example of a question based on Issue 14 above that students might be asked to write or speak on is the following:

In what way do the two authors you read on this issue differ in their assessment of whether or not Islamic revivalism has challenged a stable world order? Which viewpoint do you agree most with and why?

8. **Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.**

**Sample Syllabus**  
**History 103 – Global History since 1900**

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**General Education Rationale: Global Awareness**

Hist 103 fulfills the General Education Program's Global Awareness requirements for Perspectives on a Diverse World by providing the background necessary to understand today's chief global occurrences, especially the interactions between the Western world and other world cultures. This course examines not only the main political developments of the twentieth century, but also the era's chief trends in science and technology, economics, social changes, and cultural and religious developments, and how these various trends interrelate with one another. After completing this course students should at a minimum be able to identify the most important individuals and terms of the twentieth century and know the causes and effects of the era's most important events. They should also have a better understanding of such world-wide problems as nationalism, imperialism, militarism, globalization, ideological and cultural conflict, and the varying causes of wars and violence.

**Course Description:** An examination of the international developments of the 20th century, with particular emphasis on the interactions between the West and other world cultures.

**Required Reading:**

1. Goff, Moss, Terry, Upshur, and Schroeder, *The Twentieth Century and Beyond: A Global History*, 7th ed (McGraw-Hill). This textbook, revised with a slight change in its title, in its various editions has been for over two decades the chief textbook for this course, and is written by former and present EMU faculty members. This book has been adopted over the years by professors at over 200 colleges and universities, and the seventh edition, with its slightly revised title, is due out before the end of 2006.

2. A custom produced reader (probably from McGraw-Hill) and/or a course pack or materials on Ereserves. The reading assignments will be selected to help students achieve a better understanding of other cultures and of cultural clashes and to provide diverse materials for students to better enable them to analyze and synthesize complex historical events and make informed decisions regarding global issues.

**Main Course Topics:**

**PART I: THE ERA OF IMPERIALISTIC ADVANCES ENDING IN 1918**

This segment of the course will deal with the era's chief global trends in science and technology, economics, political and social life, international relations, and culture and religion. In doing so it will deal with the chief events and trends in various parts of the world (especially Europe, the Americas, Asia, and Africa) and end by discussing World War I and its significance. Among the names and terms treated will be the Wright Brothers, Henry Ford, Emma Goldman, Nietzsche,

Freud, Einstein, Picasso, Darwinism, Marxism, nationalism, imperialism, liberalism, populism, progressivism, anarchism, secularism, urbanization, the Boxer Rebellion, and the Roosevelt Corollary. Samples of the central questions students will be asked to consider are the following:

- a) What were the chief religions of the world in 1900 and where were they most prominent?
- b) What were the main reasons for prewar imperialism?
- c) Which European countries controlled which areas of Africa and Asia and how did they do so?
- d) How did U.S. imperialism in most of Latin America differ from that of European countries in Africa?
- e) In what way were many people, including most of the world's women, denied basic human rights in this era?
- f) What were the main causes and effects of WWI?
- g) What were the most significant scientific and technological developments of this era and what effects did they have on peoples' lives?

## PART II: THE ERA OF REVOLUTION AND WAR, 1919-1945

This segment of the course will deal with the era's chief global trends in science and technology, economics, political and social life, international relations, and culture and religion. In doing so it will deal with the chief events and trends in various parts of the world (especially Europe, the Americas, Asia, and Africa) and end by discussing World War II and its significance. Among the names and terms treated will be W. Wilson, Lenin, Trotsky, Stalin, Mussolini, F. Roosevelt, E. Zapata, Sun Yat-sen, Chiang Kai-shek, Mao Zedong, Gandhi, Ataturk, Churchill, J. Nehru, T.S. Eliot, L. Senghor, P. Neruda, Dadaism, Surrealism, Treaty of Versailles, self-determination, reparations, League of Nations, Weimar Republic, Irish Free State, Fascists, Mein Kampf, New Deal, Balfour Declaration, Zionists, Munich Agreement, Nazi-Soviet Non-Aggression Pact, Pearl Harbor, Siege of Leningrad, Vichy government, Battle of Stalingrad, D-Day, and Holocaust. Samples of the central questions students will be asked to consider are the following:

- a) Why and how did the Communists come to power in Russia?
- b) What were the causes and effects of the Great Depression?
- c) What were the chief ideas of Gandhi?
- d) Who controlled what areas of the Middle East between WWI and WWII?
- e) What were the most important developments in Asia and Africa in this era?
- f) What conditions enabled Hitler to come to power and assume dictatorial control?
- g) What were some of the more important similarities and differences between the Nazi and the Soviet Communist movements?
- h) What were the chief causes and effects of WWII?
- i) Why did the USA drop A-bombs on Hiroshima and Nagasaki?
- j) What were the main causes of the Holocaust?
- k) What important gains were made by women in this era? In what areas of the world did they gain most or least?
- l) What were the most significant scientific and technological developments of this era and what effects did they have on peoples' lives?

## PART III: THE ERA OF THE COLD WAR AND THE COLLAPSE OF EMPIRES, 1946-1991

This segment of the course will deal with the era's chief global trends in science and technology, economics, political and social life, international relations, and culture and religion. In doing so it will deal with the chief events and trends in various parts of the world (especially Europe, the Americas, Asia, and Africa) and end by discussing the collapse of the USSR. Among the names and terms treated will be some of those already mentioned in Part II such as Stalin and Mao

Zedong, plus Khrushchev, Brezhnev, Gorbachev, U. S. presidents of this era, M. L. King, M. Thatcher, K. Nkrumah, Juan Peron, G. Nasser, A. Sadat, M. Begin, de Gaulle, Indira Gandhi, Deng Xiaoping, Ayatollah Khomeini, United Nations, OPEC, Third World, DNA, PBB, cultural pluralism, selected writers with global reputations, Truman doctrine, Marshall Plan, Berlin blockade, NATO, iron curtain, Cuban Missile Crisis, Korean War, Indochina Wars (including Vietnam War), Biafra, apartheid, Pan-Africanism, West Bank, Gaza Strip, PLO, détente, European Union, SALT treaties, and Commonwealth of Independent States. Samples of the central questions students will be asked to consider are the following:

- a) What were some of the major global resource and environmental concerns of this era?
- b) What were the most important scientific and technological developments of this era? What effects did these developments have on various world cultures?
- c) How did the U.S. economic position change in relation to the rest of the world in this era?
- d) What important gains were made by women in this era? In what parts of the world did they gain most or least?
- e) Why did the Cold War begin and continue for over four decades? What were some of the important cultural effects of the Cold War?
- f) What were the main reasons for the collapse of colonial empires during this period?
- g) What forces contributed to the emergence of mass culture in this era? In what countries was mass culture most evidenced? Did mass culture exist anywhere before WWII?
- h) What were the chief causes of conflict in the Middle East during this era? To what extent did different religious and cultural beliefs contribute to this conflict?
- i) How did the quest for freedom and human rights have a major impact on global developments in this era?
- j) What were the main reasons for the end of the Cold War and collapse of the USSR?

#### PART IV: THE POST-COLD WAR ERA

This segment of the course will deal with the era's chief global trends in science and technology, economics, political and social life, international relations, and culture and religion. In doing so it will deal with the chief events and trends in various parts of the world (especially Europe, the Americas, Asia, and Africa) and end by discussing some of most pressing global issues at the end of the twentieth century such as environmental deterioration and terrorism. Among the names and terms treated will be Clinton, T. Blair, Yeltsin, Jiang Zemin, Nelson Mandela, Saddam Hussein, Y. Rabin, H. Kohl, Global Warming, AIDS Epidemic, Bosnia-Herzegovina, Kosovo, Chechnia, Hong Kong. Samples of the central questions students will be asked to consider are the following:

- a) What were are some of the chief causes of the environmental crisis faced by various nations of the world by the end of the twentieth century?
- b) What were the chief reasons why terrorist activities became a greater global threat in the 1990s?
- c) Why do some scholars believe that "that the clash of civilizations" was becoming more frequent in the 1990s?
- d) Based on examining the information provided at [www.worldvaluessurvey.org](http://www.worldvaluessurvey.org) what conclusions can you draw about changing global values from 1981 to 2001?
- e) To what extent were human rights expanded in the world in the 1990s?
- f) What technological and economic forces contributed to the increased pace of globalization in the 1990s?
- g) How did ethnic and religious intolerance lead in the 1990s to "ethnic cleansing" and other manifestations of intolerance in Bosnia and other parts of the former Yugoslavia?
- h) How did intolerance manifest itself in African tribal conflicts such as that between Hutus and Tutsis in Rwanda and Burundi?
- i) In what ways, if at all, did Islamic revivalism challenge a stable world order in the 1990s? In formulating your answer, consider the different viewpoints you have read on this question.

- j) What were the chief transitional tasks faced by Russia and Europe's other ex-communist countries in the 1990s? What were some of the chief economic, social, and ethnic problems confronting these countries? What were the main causes of Middle East conflict in the 1990s?
- k) What were some of the chief global dangers in the 1990s in regard to nuclear proliferation?

### **Class Reading, Assignments, Attendance, Participation, and Grading**

Students are expected to keep up with reading from the text and supplemental readings as assigned. Study guides will be provided and students will often be asked to come to the next class prepared to answer a question like those listed above for the four main parts of the course. Class attendance and participation is important. EMU is fortunate in having students from many different countries and traditions, and they will help bring diverse cultural viewpoints to the class. Ten percent of a student's course grade will be based on class participation. In addition, students will be asked to write several short papers. All of a student's papers taken together will demonstrate:

- understanding of one more important historical global issues,
- a realization of how one's own culture differs from one or more other cultures,
- an understanding of the causes and consequences of at least one major historical case of intolerance,
- an ability to analyze and synthesize information from diverse sources to reach a conclusion about at least one important historical global issue.

### **Grading Summary:**

Class participation     10%  
Student papers         20%

4 Exams—one after of the four parts of the course. Exams 1 and 4 will count 15% each, and exams 2 and 3 will count 20 % each for a total of 70%. Make-up exams will only be given if a valid and verifiable excuse is presented.

### **Academic Honesty**

Students are expected to do their own work on student papers and on exams. Internet materials are easily available, but students may not present such work as their own. See <http://www.dsa.emich.edu/sjs/acddishon.html> on cheating and plagiarism and <http://www.emich.edu/halle/plagiarism.html> on avoiding plagiarism. Cheating or plagiarizing will be severely punished.

**Please submit all materials in electronic form.**

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Action of the Department/College

1. Department

Vote of department faculty: For \_\_\_\_\_ Against \_\_\_\_\_ Abstentions \_\_\_\_\_

\_\_\_\_\_  
Department Head

Date

2. College

\_\_\_\_\_  
College Dean

\_\_\_\_\_  
Date

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Action of General Education Advisory Committee

Vote of General Education Committee: For \_\_\_\_\_ Against \_\_\_\_\_ Abstentions \_\_\_\_\_

\_\_\_\_\_  
Chairperson, General Education Advisory Committee

\_\_\_\_\_  
Date

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Approval

\_\_\_\_\_  
Associate Vice-President for Undergraduate Studies and Curriculum

\_\_\_\_\_  
Date