



## **HIST 497.01E**

### **World Between the Wars**

SPRING 2026

Time: MWF 2.00–2.50 pm

Room: Ferguson SS 141

### **INSTRUCTOR INFORMATION**

Instructor: Dr Kuracina

Office Location: Ferguson 127

Office Hours: MWF 10 am – 12 pm and by appointment

University Email Address: [William.Kuracina@etamu.edu](mailto:William.Kuracina@etamu.edu)

Preferred Form of Communication: ***email***

Communication Response Time: usually within 24 hours

### **COURSE INFORMATION**

#### **Course Description**

What is significant about the 1920s and 1930s? Actually, what was ***not*** significant? Take, for example, the prominent historical figures: Franklin Roosevelt and Winston Churchill; Vladimir Lenin and Josef Stalin; Adolf Hitler and Benito Mussolini; Mohandas Gandhi and Ho Chi Minh; Henry Ford and Albert Einstein; Coco Chanel, George Orwell, Ernest Hemingway and Pablo Picasso. These individuals were especially influential during these two decades. Were they products of the time, or were they so significant that they actually *made* history?

Perhaps one of the more intriguing aspects of these two decades was the sense that democracy was imperiled by non-democratic and anti-democratic ideas and ideologues. Indeed, the collapse of global economies and the ruination of everyday people seemed to foretell the demise of the Enlightenment's classical liberalism. If elections and voting could not promote the general welfare or protect citizens from economic catastrophe, perhaps alternatives could.

*The syllabus/schedule are subject to change.*

A course like this one gives us an opportunity to explore, so we will explore some aspects of modern world history of the 1920s and 1930s. Some of the content that we will analyze includes — Versailles and the League of Nations; the consolidation and (attempted) spread of communism; the causes and aftermath of the Great Depression; the rise of Italian and German fascism; the Chinese Civil War; the Spanish Civil War; and the path to World War II created by the tug-of-war between aggression and appeasement.

Generally, we can expect to investigate why events happened in ways that enable us to understand assorted political, ideological, economic or cultural structures of today's world.

### **Materials – Textbooks, Readings, Supplementary Readings**

**Textbook(s) Required:** Our reading assignments are transcribed primary sources and online materials. Some assignments are one selection, other weeks you will read multiple selections. Please follow the course calendar below to identify and access each assignment. These materials are found in D2L.

This course does not use a textbook: information is readily found anywhere online. Rather than teach the content, we are going to work to make sense of the content. Instead of textbook reading assignments, we will practice how to research information, and we will refine processes for communicating our findings. Google becomes our research database, and then we will use targeted searches and specific keywords to focus our research results. We will discuss those results in discussion groups and during class meetings, and from there we will practice making sense of the historical information that we uncover.

***One helpful tip:*** *You may want to bring a mobile device to class and use it to assist with learning (accessing) the content we cover. We will not be operating according to a typical lecture-based-discussion model.*

We will read and discuss the following sources for this course:

- Entries from Count Galeazzo Ciano, *The Count Ciano Diaries*
- President Calvin Coolidge, Sesquicentennial Celebration Speech (excerpts)
- Li Dazhao, “The Victory of Bolshevism” (excerpts)
- Adolf Hitler, “Citizens and Subjects of the State” and “Germany’s Policy in Eastern Europe”
- Charles Lindbergh’s speech about “America First” (excerpts)
- Arthur Koestler, *Darkness at Noon* (excerpts)
- Essays from Jawaharlal Nehru, *The Unity of India*
- Thomas Paine, *Common Sense* (excerpts)
- Lala Lajpat Rai, “The United States of America” (excerpts)
- President Franklin Roosevelt’s Fireside Chat, 28 April 1935 (excerpts)
- Jean-Jaques Rousseau, *The Social Contract* (excerpts)

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- MN Roy, Supplemental Theses to the National and Colonial Question
- H.G. Wells, “The War That Will End All Wars” (excerpts)

**Optional Texts and/or Materials:** The instructor will upload additional materials into the LMS, from time to time throughout the semester, according to the course calendar and/or accompanied by appropriate announcements from the instructor.

### **Student Learning Outcomes**

1. **Critical/Integrative Thinking:** Students will apply insights from their examinations of human history in ways that makes effective historical comparisons.
2. **Communication:** Students will communicate ideas effectively through writing and, where appropriate, through oral communication, visual communication, or creative performance.
3. **Ethical Reasoning:** Students will engage with multiple perspectives in exploring the human dimensions of real-world situations and historical problems.

Student Learning Outcomes will be assessed by the Generation of Conflict Project (see below).

## **COURSE REQUIREMENTS**

### **Instructional Methods and Assessment**

We will discuss assigned works, using small group and full-group discussions, with short low-stakes writing and reflection assignments that scaffold into a final project. This course is meant to highlight your learning and hone the development of your skills, especially information literacy, critical thinking, and communication. You will read, discuss, listen, analyze, and develop an understanding of the assigned texts; you will conduct research to contextualize primary sources; and you will communicate your ideas. By engaging with these kinds of core learning objectives, you will gain a greater appreciation of the complexities of the world of history and a better understanding about your place within that complexity. You also will learn and practice skills derived from deep textual reading and analysis, critical thinking, research and information literacy, and the ability to communicate your ideas: these skills provide you with solid foundations for your college experience, and they are meant to bolster your employability after graduation.

Course assignments are meant to build foundations to use for your Generation of Conflict Project. To prepare for and develop your Generation of Conflict Project, you will complete research assignments, reading assignments, content quizzes, breakout group discussions, in-class discussions, and weekly journal entries that more-or-less scaffold into your final project.

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These elements are set out in the Course Schedule below. We will consistently tie these components into the course's chief themes, especially the themes of globalization and modernization, in ways that are designed to enable you to better understand large issues and in ways that prepare you to make arguments about how our society perceives and understands those sorts of issues.

You will be required to use some aspect(s) of the Adobe Creative Campus suite of apps, in a format that best suits your preferences, in a way that permits your greatest creativity of expression.

Throughout the course, discussions and assignments will be geared to reinforcing the basic premises of university education and to emphasizing your development of skills central to your college career and beyond—introducing you to new ideas, different perspectives, and the variability of the human experience; developing relationships between and among students, mentors, and faculty; reinforcing persistence and resiliency; encouraging reflection and sense of purpose; and honing reading, writing, and communication skills.

Assignments are broken down as follows:

**Attendance:** Attending class means success in the class — you must be where the action is to achieve the best results. Attendance grading reflects this philosophy, with the opportunity to collect bonus points that add to your final grade – each day of class is worth 3 points; attending every day is worth 132 points, which means that perfect attendance for the entire semester can earn 12 “extra credit” points. Again, you should attend class to be where the action is.

**Participation:** If attendance is necessary, participation is even more vital. Successful participation means attending class, being prepared for the class session, contributing and adding to the conversation (thoughtful participation). Participation shows that you understand the material, you are willing to think critically about the material, that you are engaged with the discussion of the material, and that you are willing to help the entire group learn about the material. Proper participation means offering your viewpoints, but it equally means exhibiting a willingness to listen, and whenever necessary, the ability to agree to disagree.

Participation each day will be scored on a scale of 1 to 4 points:

- 1 point means you attend class but are not involved
- 2 points mean that you generally are paying attention and following the conversation
- 3 points mean that you are involved with the discussion and engaging with the ebb and flow of the discussion
- 4 points mean you are regularly contributing to discussion, and you are tangibly and intangibly involved with our group learning
- 5 points mean you are contributing in ways that advance the conversation in meaningful directions

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You can earn up to 220 points for participation, out of a total of 150 points that count for your final grade. Extra participation points can be banked and rolled into “extra credit” toward the semester’s final grade.

**Reading assignments:** This course asks you to search for and access valid information and put that information to use as historians. Each week, you will conduct some online research into a topic or content area using general keywords contained within the course outline below. We are using this technique to help begin to fine-tune your fact-finding skills, to differentiate between the various levels of historical sources, and to sort through historical fact and fiction.

Each week you will report the results of your research exercise. Within a couple of paragraphs, you will reflect about the path(s) that you chose to explore and critique the sources that you encounter. You are expected to use proper Turabian citation (a works cited list is not necessary), proper grammar, etc. These reports form the basis for each week’s discussion about the historical content, about the historical actors who were involved, about your initial analysis of the information that you’ve uncovered.

**Document reading assignments:** This course introduces you to a world of primary source materials through which you can practice thinking critically about the material that you read. Within most course modules, you will read a collection of related primary sources, which connect directly with the topic of the week. The idea is that your weekly reading topic helps inform your understanding about the document you are analyzing, and then the document also helps contextualize the history that you are studying within the week’s topic. As contextualization is achieved, we will be prepared to assess this information critically, as a group.

**Breakout Group Discussions:** The entire class is the breakout group. Because learning does not occur in a vacuum, and because we all can benefit from multiple insights, you will use these breakout groups to begin discussing each week’s information and documents. The breakout group discussion forum is in D2L. For each discussion session, you are expected to:

- 1) contribute your thoughts about the reading assignment;
- 2) briefly highlight the topic(s) that captured your attention while reading (and can illustrate where from where you might be drawing some of your ideas); and
- 3) respond to at least one other group member’s observations.

Breakout group discussions prepare you to generate a classroom conversation that can organically move itself. These discussions then also form the basis for our in-class dialogue about the course themes and how the content is shaped by those themes, or by our perceptions about those themes.

Your contribution to the discussion should not just be a summary of the reading assignment or the information produced by you following additional links. It should analyze information: record what you think about the information you’ve consulted. Breakout group discussions also

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should show other group members where you explored while reading, the topics where you devoted your attention.

Regarding a baseline expectation about the kind of analysis expected, please refer to the analysis vs summary document found within D2L.

**Quizzes:** Quizzes are meant to assess your understanding of the documents we read. Each week, a brief quiz will be administered through D2L. All quizzes are open-note/open-book/open-source. Due dates for quizzes are listed within the course schedule below. One quiz is a Student Responsibility Quiz that demonstrates your understanding of the expectations of academic honesty and the consequences for violating this university policy; a second quiz measures your understanding of this course's design and expectations (the content of this syllabus). The remaining quizzes connect with specific weekly reading assignments.

**Journal entries:** At the end of each week, you will compile your analysis of the week's material into a journal entry. This report should connect with the discussion or lecture from the week; it could consider further areas you might explore with additional research; it could raise questions that remain unanswered; it could sketch today's relevance related to past events. Most importantly, your journal entry should attempt to make analytical sense of the documents and the historical context of those documents. You will submit each response into D2L for the instructor's review, and the assignment will be graded for its analysis, its thoughtfulness, its context, its quality of overall impressions, its connections to historical context or to present relevance, etc. It also must appropriately cite sources that you reference, of course using proper citation methods.

**A Generation of Conflict:** Two decades when the world existed in crisis, an entire generation confronted by conflict. It was the beginning of the end of an old order: established nineteenth-century European empires had reached their summits, new forms of imperial dominion found expression, and interwar ideologues and demagogues began an assault against classic liberalism. The dominant hegemonic and political and ideological paradigms established by Enlightenment principles experienced hammer blows from left and right extremes, democratic values were threatened by autocratic authority.

Your final project is a research project about this moment. It is due at the end of the semester.

This Generation of Conflict project asks you to:

- 1) select a theme, topic, event from history between 1920 and 1939;
- 2) present an argument about it (guided, of course, by an assignment prompt);
- 3) support your argument with relevant information and data that you've researched; and
- 4) link this research and the course content that we've covered into a kind of overarching analysis that makes sense of the moment, in some small way.

The objective is to combine smaller puzzle pieces—discussion posts, reading assignments, journal entries, class discussions—into a larger image that enables all of us to explore and

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understand better this moment in time. This project comprehensively assesses all Student Learning Outcomes for this course.

*Additional details forthcoming:* You will utilize apps from the Adobe Creative Suite for this Generation of Conflict project. For the moment, rather than imposing one-size-fits-all, your project can be your own unique presentation; we may end up using a single app for a specific kind of presentation—we will discuss, and once we decide, details will be forthcoming. Also, please take advantage of office hours during our first few weeks of the semester to begin talking through some likely options.

## **Student Responsibilities or Tips for Success in the Course**

**PACE YOURSELF!** Please remember that all assignments have specific due dates within the syllabus. This sort of outlining is designed to empower you to manage this class and all of your other coursework throughout the semester. Please be aware of deadlines, please anticipate due dates, please be careful not to miss assignments, please be sure to attend class—our courses always have a way of snowballing when permitted, so please diligently avoid procrastination and all of the other ways you might end up sabotaging your own success.

### **Attendance policy**

You should attend every class, so you are where the action is, prepared to participate during the discussions. Multiple unexcused absences will trigger a report to your academic adviser. Excessive absences (more than 5 unexcused absences) may result in a failing grade for the course, at the instructor's discretion.

Please inform me if there is a legitimate reason (illness, emergency, etc.) for missing class. Non-documented excuses for absences generally are not accepted, but they might be accepted; please inform me when these situations occur. If you must travel for university business (for example, with an athletic team), then please inform me ahead of time.

### **Participation**

Please complete the reading assignments for this class on time. You should be prepared to discuss reading assignments as part of the class discussion, or within lectures, or as scheduled group work. Occasional in-class writing assignments may be used in place of discussions, as necessary if our class conversation lags.

Please bring questions to class, and I encourage you to ask questions about the material, or to provoke me into further explaining some point found within a reading assignment or made during the class.

You are expected to create and sustain an open intellectual learning environment that fosters comfortable discussion. You are expected to listen to the comments and questions from

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classmates with an open mind, while clearly respecting viewpoints that might be different from your own. This sort of open environment is necessary for us to properly function as historians – we should avoid judging the people of the past, we cannot dismiss historical actors’ behaviors because we perceive them to have been “wrong;” we must be open to understanding why people of the past behaved as they did, so that we can learn from their experiences to inform our own.

### **Reading**

You must complete reading assignments **before** we begin the section when they are discussed (Example: assignments for Week 3 must be read before we begin covering Week 3). The documents listed below within the course calendar especially must be read before class discussion, otherwise you will not be prepared for discussion, or for your research assignment. Additionally, you are expected to post your thoughts about the reading and the research assignment to the members of your breakout group according to the schedule included below.

All reading assignments include content covered during class discussions and lectures and other class work; all reading assignments equally include materials that are not part of those conversations or lectures. You are responsible for completing all reading assignments, and you are responsible for all of the material within reading assignments that may not be covered during a class session (this content may appear on quizzes or exams).

### **GRADING**

**Final grades** for this course will be based on the following percentages total points:

A = 90%-100%	A = 900 – 1000 points
B = 80%-89%	B = 800 – 899 points
C = 70%-79%	C = 700 – 799 points
D = 60%-69%	D = 600 – 699 points
F = 59% or Below	F = less than 600 points

**Assignment grading** (points) is:

Attendance	120 points
Class Participation	150 points
Quizzes in D2L (10 points each)	150 points
Breakout Group Discussions (10 points each)	140 points
Journal entries (20 points each)	240 points
Generation of Conflict project	200 points

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## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

### 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](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each of you 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.

### COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact the instructor — [William.Kuracina@etamu.edu](mailto:William.Kuracina@etamu.edu)

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## **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

## **Interaction with Instructor Statement**

Students are encouraged to contact the instructor anytime, whenever the need occurs. Clear communication with the instructor means that your learning processes can be better supported. Outside of the classroom (or, immediately before/after class sessions), the best way to contact the instructor is by email ([William.Kuracina@etamu.edu](mailto:William.Kuracina@etamu.edu)), or to visit during posted office hours. The instructor also can schedule a meeting at your convenience – please inquire. Do not hesitate to contact the instructor about any concerns or difficulties you may be experiencing – I want to help you solve any problems you might have, but I can only assist you if you make me aware of what is going on with you.

The instructor commits to responding to emails and questions within 24 hours (weekends are an exception, please expect 48 hours). The instructor does not reply to emails after 10pm. Please remember to use proper email etiquette when communicating, and please also remember to include specific details (your full name, the class, etc.), because this information will help me help you.

## **Statement on Student Grievances**

Students who have questions or concerns about the instructor's course policies or the conduct either of the instructor or a classmate should first consult with the instructor. In the event that the matter is not satisfactorily resolved, the student may bring their concerns to the head of the history department, Dr Sharon Kowalsky ([Sharon.Kowalsky@etamu.edu](mailto:Sharon.Kowalsky@etamu.edu)). If again the matter is not satisfactorily concluded, students may bring the issue to the Associate Dean of Students per procedures outlined on p. 15 of the [Student Guidebook](#).

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### Classroom behavior

Generally, please avoid being a distraction to other students or to the instructor. Please take care of personal needs before class begins. Please remember to mute mobile devices. Please feel free to use your mobile devices for notetaking, but please stay off mobile devices for personal use during class. Although you think that you can subtly multitask this way, you cannot—it is a distraction; if it bothers me, it probably bothers the people around you, too.

The university's faculty members expect that all work submitted for grades is work that the students themselves have completed on their own. University policy insists that no form of

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plagiarism, cheating, collusion, or any other form of academic dishonesty will be permitted. Please also see below, "Academic Integrity." Before you make a mistake regarding academic integrity, please ask the instructor about anything that might potentially violate this policy.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **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](#).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

### **ETAMU Attendance**

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>

### **Academic Integrity**

Students at East Texas A&M University 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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

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

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## **AI Use in Courses**

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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

13.99.99.R0.10 [Graduate Student Academic Dishonesty](#)

## **Students with Disabilities — ADA Statement**

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**

East Texas A&M University

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Nondiscrimination Notice**

East Texas A&M University 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,

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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 Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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 ETAMU 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.

Web url:

<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 ETAMU campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **ETAMU Supports Students' Mental Health**

The Counseling Center at ETAMU, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

## **COURSE OUTLINE / CALENDAR**

### **Week 1**

#### **Introductions**

12 January (Monday)	Class meets	Introduction to the course
13 January (Tuesday)		• <b>Introduction to discussion group due @ 11.59 pm</b>

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14 January (Wednesday)	Class meets	Introductions • <b>Syllabus Quiz due @ 11.59 pm</b>
15 January (Thursday)		• <b>Student Responsibility Quiz due @ 11.59 pm</b>
16 January (Friday)	Class meets	More introductions, success tips, etc. Begin discussions of social contracts

## ***Defining Classical Liberalism***

### **Week 2**

#### **Silent Cal Speaks**

**Week 2 topics:**

- ["Return to Normalcy"](#)

**Week 2 documents:**

- *Sesquicentennial Celebration Speech*

18 January (Sunday)		• <b>Week 2 discussion post due @ 11.59 pm</b>
19 January (Monday)	<b><i>University closed</i></b>	<b><i>Martin Luther King Jr Day</i></b>
20 January (Tuesday)		• <b>Week 2 quiz due @ 11.59 pm</b>
21 January (Wednesday)	Class meets	Discuss <i>Sesquicentennial Celebration Speech</i>
22 January (Thursday)		
23 January (Friday)	Class meets	Discuss classic liberalism • <b>Week 2 journal entry due @ 11.59 pm</b>

### **Week 3**

#### **Social Contract and Common Sense**

**Week 3 topics:**

- [Social Contract](#) and [Common Sense](#)

**Week 3 documents:**

- *Social Contract*

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- *Common Sense*

25 January (Sunday)		• <b>Week 3 discussion post due @ 11.59 pm</b>
26 January (Monday)	Class meets	Discuss Rousseau's <i>Social Contract</i>
27 January (Tuesday)		• <b>Week 3 quiz due @ 11.59</b>
28 January (Wednesday)	Class meets	Discuss Paine's <i>Common Sense</i>
29 January (Thursday)		
30 January (Friday)	Class meets	Discuss founding principles • <b>Week 3 journal entry due @ 11.59 pm</b>

## ***Traumas***

### **Week 4**

#### **The Great War and After**

##### **Week 4 topics:**

- [Paris Peace Conference](#)

##### **Week 4 documents:**

- "The War That Will End Wars"

1 February (Sunday)		• <b>Week 4 discussion post due @ 11.59 pm</b>
2 February (Monday)	Class meets	Discuss the Great War and the peace conference
3 February (Tuesday)		• <b>Week 4 quiz due @ 11.59 pm</b>
4 February (Wednesday)	Class meets	Discuss "The War That Will End Wars"
5 February (Thursday)		
6 February (Friday)	Class meets	Discuss "The War That Will End Wars" and the League of Nations • <b>Week 4 journal entry due @ 11.59 pm</b>

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## Week 5

### Imperfections within classical liberalism—colonialism

#### Week 5 topics:

- [Jallianwallah Bagh Massacre](#)

#### Week 5 documents:

- “The United States of America”

8 February (Sunday)		• <b>Week 5 discussion post due @ 11.59 pm</b>
9 February (Monday)	Class meets	Discuss Jallianwallah Bagh Massacre
10 February (Tuesday)		• <b>Week 5 quiz due @ 11.59 pm</b>
11 February (Wednesday)	Class meets	Discuss “The United States of America”
12 February (Thursday)		
13 February (Friday)	Class meets	Discuss “The United States of America” • <b>Week 5 journal entry due @ 11.59 pm</b>

## Week 6

### The Great Depression

#### Week 6 topics:

- [Causes of the Great Depression](#) and [Smoot-Hawley Tariffs](#)

#### Week 6 documents:

- [America First](#)
- Roosevelt’s Fireside Chat

15 February (Sunday)		• <b>Week 6 discussion post due @ 11.59 pm</b>
16 February (Monday)	Class meets	Discuss the crisis of the Great Depression
17 February (Tuesday)		• <b>Week 6 quiz due @ 11.59 pm</b>
18 February (Wednesday)	Class meets	Discuss tariffs and America First
19 February (Thursday)		
20 February (Friday)	Class meets	Discuss Roosevelt’s New Deal • <b>Week 6 journal entry due @ 11.59 pm</b>

*The syllabus/schedule are subject to change.*

# ***Foundations for Conflict***

## **Week 7**

### **Rejecting classical liberalism—I**

*The Soviet ideal*

#### **Week 7 topics:**

- [A Red Wave](#)

#### **Week 7 documents:**

- “The Victory of Bolshevism”
- Supplemental Theses to the National and Colonial Question

22 February (Sunday)		• <b>Week 7 discussion post due @ 11.59 pm</b>
23 February (Monday)	Class meets	Discuss communism and world revolution
24 February (Tuesday)		• <b>Week 7 quiz due @ 11.59 pm</b>
25 February (Wednesday)	Class meets	Discuss communisms and revolutions
26 February (Thursday)		
27 February (Friday)	Class meets	Discuss ideals and “The Victory of Bolshevism” • <b>Week 7 journal entry due @ 11.59 pm</b>

## **Week 8**

### **Rejecting classical liberalism—II**

*Stalin’s Soviet Union*

#### **Week 8 topics:**

- [Purges](#) and [the Great Purge](#)

#### **Week 8 documents:**

- *Darkness at Noon*

1 March (Sunday)		• <b>Week 8 discussion post due @ 11.59 pm</b>
2 March (Monday)	Class meets	Discuss communist purges
3 March (Tuesday)		• <b>Week 8 quiz due @ 11.59 pm</b>
4 March (Wednesday)	Class meets	Discuss the Great Purge and <i>Darkness at Noon</i>

*The syllabus/schedule are subject to change.*

5 March (Thursday)		
6 March (Friday)	Class meets	Discuss <i>Darkness at Noon</i> • <b>Week 8 journal entry due @ 11.59 pm</b>

## 8 – 14 March is Spring Break

### Week 9

#### Rejecting classical liberalism—III

*Revolutions against the Revolution*

#### Week 9 topics:

- [March on Rome](#) and [Hitler's rise to power](#)

#### Week 9 documents:

- "Citizens and Subjects of the State"
- "Germany's Policy in Eastern Europe"

15 March (Sunday)		• <b>Week 9 discussion post due @ 11.59 pm</b>
16 March (Monday)	Class meets	Discuss postwar Italy and Germany
17 March (Tuesday)		• <b>Week 9 quiz due @ 11.59 pm</b>
18 March (Wednesday)	Class meets	Discuss "Citizens and Subjects of the State"
19 March (Thursday)		
20 March (Friday)	Class meets	Does fascism mean total war? Discuss "Germany's Policy in Eastern Europe" • <b>Week 9 journal entry due @ 11.59 pm</b>

## ***Conflict, Aggression, Appeasement***

### Week 10

#### Chinese Civil War

#### Week 10 topics:

- [Chinese Civil War](#) ("Background" and "Communist Insurgency" sections)

*The syllabus/schedule are subject to change.*

### Week 10 documents:

- No documents assigned for this week

22 March (Sunday)		• <b>Week 10 discussion post due @ 11.59 pm</b>
23 March (Monday)	Class meets	Discuss Chinese communism and nationalism
24 March (Tuesday)		• <b>Week 10 quiz due @ 11.59 pm</b>
25 March (Wednesday)	Class meets	Discuss April Purge and Northern Expedition
26 March (Thursday)		
27 March (Friday)	Class meets	Discuss first phase of Chinese Civil War • <b>Week 10 journal entry due @ 11.59 pm</b>

## Week 11

### Manchurian Incident

#### Week 11 topics:

- [Manchurian Incident](#)

#### Week 11 documents:

- No documents assigned for this week

29 March (Sunday)		• <b>Week 11 discussion post due @ 11.59 pm</b>
30 March (Monday)	Class meets	Discuss Japanese Empire
31 March (Tuesday)		• <b>Week 11 quiz due @ 11.59 pm</b>
1 April (Wednesday)	Class meets	Discuss Manchurian Incident
2 April (Thursday)		
3 April (Friday)	Class meets	Discuss international responses to Manchurian Incident • <b>Week 11 journal entry due @ 11.59 pm</b>

## Week 12

### Spanish Civil War

#### Week 12 topics:

- [Spanish Civil War](#)

*The syllabus/schedule are subject to change.*

### Week 12 documents:

- Spain

5 April (Sunday)		• <b>Week 12 discussion post due @ 11.59 pm</b>
6 April (Monday)	Class meets	Discuss Spanish Civil War
7 April (Tuesday)		• <b>Week 12 quiz due @ 11.59 pm</b>
8 April (Wednesday)	Class meets	Discuss Spanish Civil War as ideological struggle
9 April (Thursday)		
10 April (Friday)	Class meets	Discuss "Spain" • <b>Week 12 journal entry due @ 11.59 pm</b>

### Week 13

#### Aggression

### Week 13 topics:

- [Anti-Comintern Pact](#)

### Week 13 documents:

- Anti-Comintern Pact
- "Japan's role in the Far East"

12 April (Sunday)		• <b>Week 13 discussion post due @ 11.59 pm</b>
13 April (Monday)	Class meets	Discuss Pact of Steel and Anti-Comintern Pact
14 April (Tuesday)		• <b>Week 13 quiz due @ 11.59 pm</b>
15 April (Wednesday)	Class meets	Discuss "Anti-Comintern Pact"
16 April (Thursday)		
17 April (Friday)	Class meets	Discuss an Axis of Aggressors • <b>Week 13 journal entry due @ 11.59 pm</b>

### Week 14

#### Appeasement

### Week 14 topics:

- [Munich Crisis](#)

*The syllabus/schedule are subject to change.*

**Week 14 documents:**

- Sudetenland
- Munich Crisis
- Poland

19 April (Sunday)		• <b>Week 14 discussion post due @ 11.59 pm</b>
20 April (Monday)	Class meets	Discuss self-determination and Sudetenland
21 April (Tuesday)		• <b>Week 14 quiz due @ 11.59 pm</b>
22 April (Wednesday)	Class meets	Discuss Munich Agreement
23 April (Thursday)		
24 April (Friday)	Class meets	Discuss impressions of Munich and appeasement • <b>Week 14 journal entry due @ 11.59 pm</b>

**Week 15****World War II****Week 15 topics:**

- Complete Generation of Conflict projects

**Week 15 documents:**

- No documents assigned for this week

26 April (Sunday)		• <b>Generation of Conflict projects due @ 11.59 pm</b>
27 April (Monday)	Class meets	Presentations & discussion
28 April (Tuesday)		
29 April (Wednesday)	Class meets	Presentations & discussion
30 April (Thursday)		
1 May (Friday)	Class meets	Presentations & discussion

**Finals Week****Monday 4 May, 1.15 pm – 3.15 pm****Final exam session***The syllabus/schedule are subject to change.*

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