

The World in the Twentieth Century

SPRING 2013

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COURSE DESCRIPTION

During second semester The World in the Twentieth Century will address the recent history of the world we live in today, i.e. the twentieth century. It was a century of extremes ranging from death and destruction on a major global scale to the establishment of new nations and a golden age for more people than at any time before or since 1989 for that matter. The course will focus on some key concepts as a way of bringing coherence to a massive amount of material.

ESSENTIAL CONTENT

Historians know a great deal about the events of the twentieth century. In fact, any attempt even to delineate the key events, let alone cover them, is an exercise in futility. Each iteration of the course will, therefore, vary in the particulars, but will be based on the core conceptual standards as expressed in those concepts that dominate the twentieth century. The units will address the following four themes:

- I. Making of the Modern World
 - Three Revolutions: Industrial, French, Scientific
 - Imperialism and Nationalism
 - Legacy of colonialism
- II. The Cold War
 - Origins of the Cold War
 - Proxy Wars
 - Cause of the collapse of the Soviet system
- III. Development and Poverty in the Age of Plenty
 - Bretton Woods
 - The challenge of development theory
 - The BRIC countries

One could, for example, begin by analyzing the complex relationships between Modernism, Rationalism and Liberalism especially as expressed in Charles Darwin's *On the Origin of Species* and its reception, in and outside of the sciences. These developments are part of what leads to the expansion of Western power and the eventual dominance of the Western *Weltanschauungen* as the dual revolutions of capitalism and republicanism spread. These structures and ideas first shaped Europe then the rest of the world and continue to do so today in the globalization of economic and cultural structures.

Instructional Design and Approach

In the introduction to the first edition of the Cambridge *Modern History*, Lord Acton admonishes his fellow historians to "Study problems not eras." The history team has always taken that dictum to heart (even if not in honor of the good Lord Acton). That our curriculum is problem centered is reflected in the extensive use of primary sources and the tasks of interpreting them. That we study problems not eras is further reflected in the team's core conceptual standards, in the reading assignments and frequent in-class discussions. Everything has a history and so by its very nature this course will be integrative. The course itself begins with one of the great landmarks of modern science, ie Darwin's *On the Origin of Species*. While Darwin's ideas do not come *ex nihilo*, they nonetheless have great impact on our understanding of biology and on the *Weltanschauungen* of the peoples of the twentieth century.

This iteration of the course proceeds chronologically and thematically. Proceeding from Darwin the course will consider the origins of colonization and de-colonization, the construction of the Other and the history of genocide, the emergence and demise of totalitarian political systems, and the modern history of globalization.

Group projects and presentations, as well as reading discussions will accompany each of these themes. In addition, there will be at least six quizzes at various points through the course of the semester, three in each quarter. Two major papers will synthesize the material in the course. Class discussions are primary mode of teaching and learning in history courses. All units include discussions and are supplemented by IRC research activities, group projects, presentations, geography assignments, quizzes, and essays.

TEXTS AND MATERIALS

Online materials (e.g. *Modern History Sourcebook*, *ABC-Clío*)

J.M. Roberts, *Twentieth Century: The History of the World, 1901 to 2000*.

William H. McNeill, *The Pursuit of Power*

Robert B. Marks, *The Origins of the Modern World*

GRADING

- 5 papers (5-6 pages) 35% (2 in Q3)
- Participation (every two weeks) 20%
- 5 Presentations 20%
- Quizzes 25%

Students will confront source material on their own, before class discussion in formative **papers**. Such papers give students the opportunity to make their own conclusions about the subject matter and to practice writing and the construction of arguments. A longer summative paper will conclude the course. One paper will be a five-page paper on a primary source document. A second five-page paper will be comparative of two sources. Students will turn in toward the end of the semester one research paper. In total, the papers will account for **35 percent** of the course grade.

At least six **quizzes** that count for **25 percent** will keep students accountable to course content.

Quizzes may be announced in advance and may be of the “pop” variety. They may be open notes or they may be closed. As such, students will need to keep appropriate notes on course readings and discussions. Geography quizzes over the geography assignment are also included here.

Class **participation** and group projects counts for **40 percent** of the course grade. Participation in this course consists of both verbal participation in the class and several other forms of evident engagement in the course material: one- to two-minute written responses in class (“two-minute writes”), discussion boards, and peer-review discussions. Students will also be expected to track their participation. After each class meeting students will submit into their folder on the server a file called participation that indicates what they contributed to that class meeting. These submissions are time-coded and **MUST BE DATED THAT DAY**. No late submissions will be counted in determination of the student grade in this category.

PAPERS

All essays will be submitted through Turnitin.com. Students may store drafts in their server space but final papers still must be submitted using a Turnitin account. Each paper may have a title at the top

head but otherwise should not include student names, page headers, or other information. All citations will be in the form of **endnotes**. For group assignments, groups will submit bibliographies for all work unless indicated otherwise.

All papers must be a 12-point, Times New Roman font. No other formats are acceptable.

Block quotes should only ever be used in long papers and should be in proper single-spaced and indented format.

STUDENT EXPECTATIONS

1. Tablet Use

Use of the tablet in class for anything other than assigned class work will result in a loss of all participation points for the day. Doing other work means partaking in any of the following during class time: viewing Facebook or other social networking sites, checking PowerSchool (e.g. obsessive-compulsive checking of updated grades for other classes), checking e-mail, IM-ing, taking phone calls, or ***viewing any other material not pertinent to current classroom discussion***.

2. Due Dates

Be on time and turn in assignments on time. Back up your files! Use a USB drive or the student server (or both). There are no extensions except in the most unusual of circumstances (and with the explicit instruction of Student Life). See LATE WORK section below. To avoid the problem of data loss students will be required to also submit copies on the server for all Turnitin.com assignments. If students are turning in work to the student server and are having difficulties it is the student's responsibility to find someone else to e-mail the document to me by the specified time it is due. If you are having trouble with a file then turn in a hard copy! Late penalties will apply. In the case of computer problems, I will check with ITS to confirm that the excuse is legitimate. Please be prepared for such an inquiry.

3. Courtesy

Courtesy and respect to each other and to the instructor should be maintained at all times in both e-mail correspondence and in class. The right to dissent shall not be stifled, but the need to reflect and articulate intelligently is also demanded. Questions should be directed toward the instructor. Class debates should address the issue at hand and its supporting evidence, not differences in student personalities. E-mails to me should be courteous and not make demands. I will offer the same (though likely quiet brief).

LATE WORK AND COLLABORATIVE WORK

As a simple matter of fairness to all students enduring the same time constraints as their peers and a matter of organization for the instructor, each assignment is expected to be turned in at the time specified. Except in the most unusual of circumstances and with instructor permission, late work will be penalized a half grade per day for up to four days (96 hours from the exact time of the cut off to be exact). After **four days** late work will not be accepted under any circumstances. This policy is intended to provoke a sense of urgency. Keep track of your due dates!

This also applies to group projects. Every member of a group is responsible for **all parts** of collaborative assignments. This means that not only is each member responsible for knowing what the other members have found in their research but the resulting final assignment is expected to be turned in on time and with all necessary parts. Each individual grade is affected by the collective effort.

All group work should be turned in to the PROJECTS folder on the student server unless otherwise specified (in the case of the need for a hard copy).

ACADEMIC INTEGRITY AND PLAGIARISM

Especially if you complete written work at the last moment, the temptation to pass off other people's work as your own is a great one. In a culture where the value of ideas is rarely in their value for their own sake, it is crucial to appreciate them at an institution that exists for the purpose of developing new ones. All of the work you turn in for this course should be your own. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams in their book *The Craft of Research*, 2d ed. (Chicago: University of Chicago Press, 2003) explain:

"You plagiarize when, intentionally or not, you use someone else's words or ideas but fail to credit that person. . . . You plagiarize even when you do credit the source but use its exact words without using quotation marks or block indentation. . . . You [also] plagiarize when you paraphrase a source so closely that anyone putting your work next to it would see that you could not have written what you did without the source at your elbow."

Claiming as your own the work of others, in whole *or in part*, will result in an immediate F for the assignment and referral to Katie Berger in Student Life for disciplinary action.

See the IMSA Student Handbook for specific details and be sure to refer to the IMSA [Chicago Style](#) website for written assignments.

TENTATIVE SCHEDULE OF TOPICS AND READINGS

I. Imperialism and Nationalism

WEEK 1 Three Revolutions

READ: Roberts ch. 2 through page 66; Darwin, *Origin of Species*, Chapter 4

Assignment: Choose one of the three "pillars/revolutions" and explain why it is important.

WEEKS 2 Imperialism and the Scramble for Africa

READ: Conrad, Assigned Documents

PAPER #1 DUE

WEEK 3 Imperialism and the Scramble for Africa

READ: Conrad, *Heart of Darkness*

WEEK 4 Imperialism and India

READ: TBA

WEEK 5 World War I

PAPER #2 DUE

WEEK 6 Italy's Revolution

WEEK 7 Russia's Revolution

WEEK 8 China's Revolution
Presentations DUE

II. The Cold War

WEEK 9 World War II

WEEK 10 Origins of the Cold War
READ: Roberts, 427-465

WEEK 11 Decolonization and Proxy Wars
PAPER #3 DUE

WEEK 12 End of the Cold War

WEEK 13 RESEARCH PAPER DUE

III. Development and Poverty in the Age of Plenty

WEEK 14 Mass violence

WEEK 15 and 16 Globalization
Reading: Roberts, *Twentieth Century*, Sections from chapters 2, 24, and 28
Questions sheet for *Life and Debt*