

**America and the World
Spring, 2019**

Instructor

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Office: A 120

Office Hours: B Days 12 – 2 PM; C Days 1 -3 PM; I Days 1-3 PM

Prerequisites: Grade Level: Senior

Course Description:

This course seeks to place contemporary events in historical context; it combines recent history with economics, political science, and international relations. The content of the course proceeds from the major issues confronting U.S. domestic politics and the world at large.

Teaching and Learning Methodology:

The course emphasizes the analysis of primary sources in religion, philosophy, and science. Such primary readings form the core of class sessions and written assignments. Classroom discussion revolves around the background, content, and intellectual implications of a variety of texts and images from Renaissance Europe to the 20th century. When possible, students consider actual phenomena as well. The course pays special attention to the connections between intellectual systems, the features of different methodologies for explaining the natural world, the relationship between science and religion, the notion of design in nature, and the role of randomness in modern thought.

Student Expectations:

Students are asked, above all, to keep up with their reading and to add their analyses, opinions, and questions to class discussion. Students with specialized knowledge are encouraged to share their. Students are also expected to complete all written assignments (3 to 4 papers over the course of the semester).

Assessment Practices:

Student writing plays a major role in assessment; the course thus serves as an exercise in essay writing as well as a history of ideas seminar. All papers involve the analysis of

texts; elegant argument and organization are critical. Students must support their p assertions with properly cited references to source material. Research projects also play a part; all students will do a multimedia project on a global human rights issue. The course concludes with a research project centered on one of the United Nations Strategic Development Goals. Finally, student discussion also plays a role in assessment; significant contribution to discussion can enhance a student's grade.

Assessments:

2 Medium length papers: 40 %
Human Rights Project: 20%
Environment Group Project: 20%
In-Class Essays and Class Discussion: 20%

Readings:

Readings are drawn from a variety of journalistic sources.

Schedule of Topics:

Great Recession and Aftermath
Law Enforcement and Race
U.S./China Relations
U.S. Immigration Debate
Global Human Rights
North Korea, Iran, and Nuclear Containment
Global Environmental Policy

Final Project – Strategic Development Goals (3 weeks)