

The World in the 20th Century
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and by appointment

About the Course:

The intention of this course is to examine several major thematic topics in World History during the long Twentieth Century. This broad array of possible topic ideas include modern ideologies, imperialism and nationalism, war and peace, decolonization and the Cold War. Emphasis will be placed on student research and investigative work. Further, students will be pushed to think critically about the historical events and ideas and determine the causes or constructs that led to the present. Assessment will rely on class participation, papers and projects. Finally, in pursuing this path, we will be meeting the Content Standards for World Studies as developed at IMSA.

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.

Course Objectives:

1. To create an educational setting that is conducive to the free exchange of ideas and information. This will not only facilitate the student's understanding of the material, but will create a better all-around thinker. The same will apply to the development of written and research skills.
2. For the student to understand the numerous forces that have contributed to the creation of the Modern World, whether directly or indirectly.
3. Where possible, for the student to identify recurring themes in history and examine them.
4. For the student to develop skills as a historian through the analysis and evaluation of historical material.
5. For the student to look at the topics presented from multiple viewpoints.

Text and Readings:

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

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

Additional readings from academic books, journals and primary sources, will be posted on Moodle/Google Classroom throughout the course.

Components of the Grade:

Short Paper (4-5 pages): (due Week 5) 20%

Medium Paper (6-7 pages): (due Week 9) 20%

Research Paper (8-10 pages): (due May 17) 25%

Participation and Engagement 25%

Quizzes 10%

- Quizzes may be given periodically throughout the semester to hold students accountable for reviewing content on a regular basis and may be administered announced or unannounced. If students are prepared and engaged, I reserve the right to not implement quizzes in this course in which case this component of the grade will be distributed between the other categories.

Detailed instructions for each assessment will be posted on Moodle/Google Classroom.

Assignment Policies:

When given the prompt for each assignment you will also be given a due date and time.

This time is binding (as the ability to upload the assignment will be locked afterwards).

Late papers will lose one full letter grade for each day they are late.

There are no make-ups for unexcused absences. Excused absences will be dealt with on a case by case basis.

Additional Expectations:

Classroom Behavior

Above all, I expect you to respect your classmates. Social Science courses offer the opportunity for students to express a wide variety of opinions, but an open mind and respect are necessary for us to learn from one another. Part of learning the social sciences, however, is understanding that opinions must be backed up with evidence.

As such, I expect all debates to be of the scholarly variety. Finally, I expect this

professionalism to extend beyond the classroom, be it office hours, e-mail correspondence or any other interaction you might have with me or your classmates.

I also understand that technology and devices are a part of the learning process. That said, it is easy to become distracted when devices are in front of us. I expect students at IMSA to employ proper judgement when it comes to the use of devices in classrooms. Phones used improperly during class will be taken and handed over to Student Life. Improper computer usage will result in a decrease in one's participation grade and/or dismissal from class accompanied by an unexcused absence.

Academic Integrity

All of the work you turn in for this course should be your own. Booth, Colomb, and Williams in their book *The Craft of Research*, 2d ed. (Chicago: University of Chicago Press, 2003) state:

“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 failure (here no credit) for the assignment and referral to Student Affairs for disciplinary action. See the IMSA Student Handbook for specific details. Such activity can result in being dismissed from IMSA, so if you are in doubt, come see me.

Course Outline

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. This iteration of the course proceeds chronologically and thematically.

Given that this course is taught by a political scientist, the thematic elements of the course will be informed by such a perspective. While we will cover this historical events of the 20th century chronologically, the focus will be on geo-politics and global political economy. We will ask big picture questions such as why do leaders (and states) behave the way that they do? How is the global economy connected?

Ultimately, we wish to uncover patterns in political and economic behavior. In so doing, we should be able to better connect the past to the present while also giving ourselves a handle on what to expect in the future.