

The World in the Twentieth Century

Course Description

Course Description:

The intention of this semester is to examine several major thematic topics in World History during the Twentieth Century. From one perspective, the twentieth century was a period of great progress, but from another we can see a century wracked with world wars, acts of violence and continuing forms of slavery. In addition to examining the military narrative of the twentieth century, students will approach this history by examining human interactions in realms beyond the battlefields that comprise most surveys, ranging through cultural, economic, technological, gender, environmental, and political histories to gain a synoptic understanding of the forces that shaped the modern world. 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.

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 both a Positivist and Historiographic viewpoint.

Course Evaluation:

Papers (2) - 40%

Presentations (2, one with poster, one without) - 20%

Participation - 20%

Quizzes - 20%

Rules and Expectations

Attendance

Attendance is mandatory, as per the Student Handbook. If you are not in class to answer when your name is called for attendance, you will be marked absent. Students who appear between attendance and the five-minute mark will be remarked tardy, but make sure you remind your teacher after class.

Participation

Your grades have a large participation component. Your instructor expects you to come to class -

- 1- Having **done your reading**
- 2- Ready to **discuss** the readings
- 3- Ready to **participate** in class activities
- 4- Ready to actively **take notes** on lectures
- 5- Ready to execute **in-class writings** (bring paper, pens, ALL CLASS NOTES and readings)

Academic Integrity

All of the work you turn in for this course should be your own. Do NOT plagiarize. We have zero tolerance on plagiarism and will prosecute to the fullest extent of the law.

Plagiarism defined:

“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.”¹

Claiming as your own the work of others, in whole or in part, will result in **referral for disciplinary action**, which can include **dismissal from IMSA**. See the IMSA Student

¹ 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)

Handbook for specific details and be sure to refer to the Chicago Style Guide for IMSA Students (<http://staff.imsa.edu/socsci/chicagostyle/>).

Basic Requirements for Assignments

For Presentations

- Speak clearly in full sentences
- Avoid filler words, like “um”
- Chin up (keep your head out of your notes)
- Attempt eye contact with audience, don’t look at your own powerpoint
- Vary your intonation

For Papers

Paragraphs:

Paragraphs should not be two sentences; neither should they carry on for two pages. Write a concise topic sentences and provide sufficient evidence in the body of the paragraph to prove the “mini-argument” that the topic sentence provides. If a paragraph is too long, then rest assured that your topic sentence is either too vague or trying to do too much. Rewrite it.

Margins:

These should be set at a consistent 1-inch for ALL four borders. Nothing more, nothing less. Use .doc or .docx format, and keep out of Google docs, which will reformat your paper into a mess. Add your name and the date. Font should be 12pt. Finally, the papers will be double-spaced, unless otherwise requested.

Editing:

The key to avoiding the above errors is to **PROOFREAD** your papers as closely as possible. This injunction implies that you must write the paper early and either reread it yourself or have someone else do it (both are best). Try reading the paper out-loud from finish to start, sentence by sentence, and the silly grammar issues or hazy word choices will jump out at you immediately. Editing and proofreading is critical to successful papers. **I have little tolerance for spelling and grammar errors, especially when they make a paper unreadable.**

Style Requirements

- **Use appropriate topic sentences, as per class instruction.** Failure to write decent topic sentences will result in grade reductions.
- **Do not speculate. Use evidence.** And then cite it.
- **No cover page required.** Just name, date, title will be fine.

- **Always follow “this” with a noun**, or better yet, don’t use it at all. “This” is a way of making a sentence passive without technically writing in the passive voice. What “this” refers to is usually unclear, both in print and in the mind of the writer.... and therefore the reader becomes confused. Commit to clarity!
- **Limit passive voice.**
 - o **Acceptable forms – the “long” passive where the agent is clear**
 - “I was hit by the ball”
 - “The town was destroyed by Mongols.”
 - “The Chinese people are portrayed as triumphant in literature.”
 - o **Unacceptable forms – the “short” passive, where the agent is not clear.**
 - “There was an idea that Communism was bad.”
 - “It is known that birds are real.”
 - “It was believed that the smoke caused cancer.”
 - “It was demonstrated the he was lying.”
- **Eliminate “very,” “extremely,” “important,” and “interesting” and “it’s worth noting” from your vocabulary.** Don’t tell us stuff is “interesting.” Make us interested.
- **No declarations about “humanity doing x since the beginning of time” or “throughout history.”** History is about people in places doing things. Tell us specifically about those people, places, and things.
- Avoid block quotes
- Write out the century and numbers – “eighteenth” century, not 18th, “fifty” monks, not 50
- Never start a sentence with “and” or “so”
- Avoid sentence fragments
- Avoid contractions

Citation:

Use Chicago style. You must have page numbers for each citation. Citation should be single spaced and be in 10pt font. Use footnotes.

Style guide - https://www.chicomanualofstyle.org/tools_citationguide/citation-guide-1.html