

The World in the Twentieth Century

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Office hours: I am engaged in class or meetings on

Mon – 3, 4, 6, 7, 8

Tues – 3, 7

Wed – TBA

Thur – 4, 6, 8

Fri – 3, 4, 7, 8

Come by during free mods or mail me for an appointment!

Course Description

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The intention of this semester is to examine several major thematic topics in World History during the Twentieth Century. Specifically, this broad array of topics will be viewed through the lens of the Enlightenment. We will ultimately ask whether the achievements of the Twentieth Century lived up to the promise Enlightenment philosophes insisted that humanity held. 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.

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 - 40%

Presentations - 20%

Participation - 20%

Quizzes - 20%

Course Schedule

Precursors

The Twentieth Century isn't defined by the years 1900 and 2000. It is instead defined by its recurrent themes and its innovations in politics, culture, and economics. Many of the historical developments that define the twentieth century have their roots in the Enlightenment and nineteenth century. In this section, we will look to these periods for the precursors to our twentieth century story. We will investigate the political work of John Locke, the French Revolution, a statement of Enlightenment optimism (Candide), Enlightenment science, the Industrial Revolution with its supporters and malcontents, the beginning of Socialism, and focus heavily on the situation in Africa during the colonial nineteenth century.

World Wars

After a brief look at World War One, this section will focus heavily on World War Two. We will look especially closely at life in the camps in Poland and Germany and at postwar rebuilding.

China after the War

After the conclusion of World War Two, Chairman Mao remade China. We will look at Mao's missives on the restructuring of the countryside, as well as oral histories from the people who lived through it. We will also spend some time on the Cultural Revolution.

Cold War

With Russia's immediate and palpable separation from the Grand Alliance after the close of World War Two, the Cold War began. We will work our way through the various "races" (space, arms) and the proxy wars that characterized the Cold War, as well as visit Cuba, Tiananmen Square, Hungary, Suez, and Chernobyl. The section wraps up with Gorbachev's policies and the fall of the Berlin Wall.

Decolonization

This section focuses heavily on Africa and especially on the Congo. Along with the declarations against racism and colonialism from the United Nations came a push from below to decolonize long held European possessions in Africa, India, and South America. How can a country learn to govern itself after years of occupation? Does the legacy of colonialism persist, despite freedom? The case study of Rwanda and Congo help us to answer these questions.

Globalism and Migration

What does it mean to live in a global economy? This section considers the economic and social aspects of globalization, including the “winners” and “losers” of the process. The backlash to globalization, hailed in the latter twentieth century as a New World Order that would lift all boats, has been severe. Brexit and nationalist movements abound in the twenty-first century, and they can be seen as a reaction to the globalizing trend of the twentieth century. Finally, we will peek in on the biggest global conundrum of all – climate change and how it will come to define the twenty-first century.

Rules and Expectations

Attendance

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

No Internet Sources in Paper Writing Unless They Have Been Pre-Approved One Week Before the Paper is Due

Is she serious? Dead serious.

There is nothing more detrimental to learning the process of research at the moment than the internet itself. It's a wonderful resource to use **after** you have already learned how to research and can evaluate what you find there. To the degree that it is possible, we will use books instead.

For each unapproved internet source that appears in your paper, you will lose five points on the final grade of that paper.

No Technology

Nothing with a screen shall the instructor find in the hand of a student, except on Library Days. Clicking is the enemy of cogitation, and we'll have none of it.

Bring paper, pens, **printed readings** and notes. You may share a single copy among a table if you like. If bringing printed readings is burdensome, take excellent notes and bring those.

No earphones, no phones, no laptops. I will stand for a tablet with the readings on display, but I should be able to see the screen at all times (ie, keep it flat on your desk).

Note Taking

Take notes on lectures and anything your instructor writes on the board during discussions. You will use these notes again in your papers and to study for quizzes, so they are incredibly important to you. **Not taking notes can break your grade**. Bring your notes to class every day. You never know when you will need them. Srsly. Do it.

Make-up work and Extensions

No make ups, no rewrites, no extra credit, no extensions, unless you have an excused absence or are taking an exam. I do not make exceptions for this rule. Own your mistakes and do better next time.

Late papers will be penalized a half grade per day until they are turned in. After four days, the paper will fail.

Turning in Assignments

Turn in papers through Turnitin. You **MUST** receive a receipt from turnitin.com and confirm that your assignment was turned in. If you are unsure, mail it before the deadline to my inbox. This year, I will have no patience for claims that turnitin didn't work, and the late papers will be subject to the late paper policy above.

In order to pass the class, you must turn in all assignments unless an exception has been worked out with the instructor. This sort of exception only occurs in the usual circumstances having to do with illness or excused absences.

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)

Participation grades can also optionally be acquired through participation in one or both online forums. Each quarter, a different forum question will appear in the Moodle for you to answer and talk about. Several posts and replies will be needed to make a grade, so get in there.

Academic Integrity

All of the work you turn in for this course should be your own. Do NOT plagiarize. I 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 Handbook for specific details and be sure to refer to the Chicago Style Guide for IMSA Students (<http://staff.imsa.edu/socsci/chicagostyle/>).

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)

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
- Know that I grade on individual, not group performance. Divide the work so that you do not overlap. If there is trouble with one group member not being willing to commit to stay away from your material, come talk to me.

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.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

Example of appropriate repeated citation

First citation: Wille, Sheila, *The uses and abuses of acronyms: a journey into the intentionality of incomprehensibility* (Aurora: IMSA Press, 2017), 34-5

Subsequent citations: Wille, *Acronyms*, 78. OR Wille, 78. OR Ibid, 78.