

20TH CENTURY WORLD HISTORY 12

Course Outline

Course Introduction

In order to understand the present, and our potential future, we must comprehend the past. We also have to look for and focus on the traces/gaps in history that have been left out to help us construct more inclusive and diverse understandings of the past. The aim of this course is to develop your abilities to question the past and to appreciate the contested nature of historical knowledge.

In this course, you will gain the skills to look critically, reflectively, and ethically into the challenges facing all humans. These abilities will help you develop responses that are based on informed analysis of evidence and on an understanding of your biases and responsibilities as a global citizen. These skills will further provide a realization of the consequences of our choices – whether it be locally, nationally, and globally. As a result, you will gain a more inclusive history of the world, a sense of your place in the past, present, and future, and an understanding of your responsibility to be an informed, active, global citizen.

Big Ideas

Nationalist movements can unite people in common causes or lead to intense conflicts between different groups	The rapid development and proliferation of technology in the 20 th Century led to profound social, economic, and political changes	The breakdown of long-standing empires created new economic and political systems
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Curricular Competencies

Students are expected to be able to do the following:

- **Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions**
- **Assess the significance of people, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance)**
- **Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)**
- **Compare and contrast continuities and changes for different groups at particular times and places (continuity and change)**
- **Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence)**
- **Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective)**
- **Make reasoned ethical judgments about controversial actions in the past or present, and assess whether we have a responsibility to respond (ethical judgment)**

These themes will be explored in the following units:

Unit 1 – The Treaty of Versailles and the Lead up to WWII

Unit 2 – World War II

Unit 3 – China

Unit 4 – The Cold War

Unit 5 – The End of the Cold War

Unit 6 – Middle East Conflict

Unit 7 – Progress and Change in the 20th Century

Assignments

Although there are no “due dates” for assignments, it is important to remember that you have signed up to enrol in an online course – you have signed up to take responsibility for your own learning! You are, ultimately, responsible for ensuring that assignments are submitted on a consistent basis. As a general rule of thumb, students have ten months to complete the course.

Assessment

This is a senior level course and, as such, will build upon skills and process learned in previous grades. It is, therefore, assumed that students have developed some proficiencies with respect to writing, and have experience presenting information in a formal capacity.

Re-Submitting Assignments

Typically, re-submitting assignments is not permitted in this course. This is due to the fact that students who choose to enrol in an online course have access to extensive resources that student’s who enrol in traditional classroom settings do not have. In addition, online learning is self-paced – this provides students with as much time as they need to produce high-quality submissions.

If you are concerned about your performance on an assignment, rest-assured that you and I can work together to find an agreeable solution. Keeping in line with best-practices, students will be formatively assessed throughout the course – as a result, your final grade will be a reflection of progress and learning throughout the course.

Plagiarism

Plagiarism will not be tolerated. If you are caught plagiarising, a “zero” will be issued for that assignment with not opportunity to re-submit.

Course Completion

If you require a grade by a certain date (for applications, entrance, scholarships, etc...) **IT IS YOUR RESPONSIBILITY TO INFORM ME** and ensure that all work is completed with adequate time left to mark and issue a final grade. Typically, I require **AT LEAST** one week to finalise a grade.

I will never issue a final grade without confirming with student’s first. There should be no surprises when it comes to reporting so rest assured, we will communicate and reach agreement on final grades.