

# 20<sup>th</sup> Century World History 12

Winter Semester 2020

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## WHY 20<sup>th</sup> CENTURY WORLD HISTORY?

In order for you to be able to understand the present and our potential future you have to comprehend the past. To make sense of the present you cannot just study the facts of the past; you have to create meaning from the stories told about the past and critically piece them together. In other words, we have to become more conscious about the past in the present and see how our connection to the past helps us live in the here and now. 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.

Therefore, we have to ask questions and creatively engage in the process of historical thinking to answer these questions. Questions such as: Why have some countries nationalistic movements had such negative effects on their people while other countries peoples have benefitted from nationalism? How has fascism and communism shaped our world? What is the role of democracy, capitalism, and militarism in building nationhood? What are the technological and economic effects on societies? Why have social and political movements developed from individual and collective rights? Why do social injustices and human rights violations continue to be a reality in the 21<sup>st</sup> Century?

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 your choices in your everyday life for yourself and others 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.

## SKILLS, PROCESSES, AND PERSPECTIVES: THE “TO DO” LIST

At the centre of our 20<sup>th</sup> Century World History course is the creation of a space for you to deeply understand and apply your knowledge, as opposed to memorizing and recalling facts. This curriculum model allows us space and time for you to develop your skills and explore your interests through various inquiry. These critical competencies are the foundation of our education system, and a key component of your development into an educated and active citizen. The following skills, processes, and perspectives will be unpacked in more detail as we move through our course:

- First Peoples Principles of Learning (Indigenous Worldview & Perspectives)
- Historical Thinking Skills (“The Big 6”/Critical Thinking Skills)
- Learner-Centered Practice (Inquiry-Based + Place-Based Learning)
- Habits of a Successful Learner (Life-Long Learning)
- Core Competencies (Communication, Thinking, Personal & Social)

## BIG IDEAS: THE “TO UNDERSTAND” LIST

- **Nationalist movements** can unite people in common causes or lead to intense conflict between different groups.
- A range of **social** and **political movements** have arisen from the desire for individual and collective rights.
- The rapid development and proliferation of **communication and transportation technologies** in the 20th century led to profound changes in **personal and national identities**.
- The breakdown of long-standing imperialist structures created **new economic and political systems**.

## CONTENT: THE “WILL KNOW” LIST

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- Community Building + The World of 1919 Review (Unit 1)
- Promise + Collapse from 1919 - 1939 (Unit 2)
- Turmoil and Tragedy from 1933 - 1945 (Unit 3)
- Transformation + Tension from 1945 - 1963 (Unit 4)
- Progress + Uncertainty from 1963 - 1991 (Unit 5)
- Trends/Movements from 1945 - Present (Unit 6)
- Final Inquiry Project (Unit 7)

You are encouraged to keep the above sections in a (large) binder.

## EVALUATION SCHEME:

- Discussions: 20%
- Essays and Research Papers: 15%
- Homework and Quizzes: 25%
- Midterm: 15%
- Final Exam: 25%

## CLASSROOM EXPECTATIONS

In regards to **student expectations and class policies**, the following apply:

- **TAKE RESPONSIBILITY** for your actions, attendance, work habits, expected workload, homework, dues dates, and progress in our class. In order for you to learn and progress in our class you have to be accountable and participate. At times our lives “happen” and things may “fall apart.” We also may make negative choices. To help you work through this I have created 2 Days Grace which allows you to hand in assignments one to two days after their due date. Beginning on the 3<sup>rd</sup> day, 10% will be taken off your mark for the assignment per day until it is handed in. So 6 days late = 40% off (highest possible mark would be 60%) and WEEKENDS/HOLIDAYS COUNT. **Projects and presentations are exempt from 2 Days Grace = the due date is the due date**
- **TECHNOLOGY** is part of our lives and smart phones and tablets can be great learning tools for collaboration, research, and making. They can also draw your focus away from the learning at hand (the coursework, teacher, other students, and guests). There will be times when these tools will be encouraged with clear permission; otherwise, they must be turned off and put away. Deciding when you can use these tools will be between what is obvious and/or necessary and what is negotiated by all members of the class community including myself.