

<p>School of Arts & Science History 106 Twentieth Century World I - 1900-1945 Section 1 - Summer 2004</p>
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The Approved Course Description is available on the web @_____

✦ Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for your records.

1. Instructor Information

- (a) Instructor - R. Scott Sheffield _____
- (b) Office hours Tues, 12:00 to 1:00, Thurs, 3:50-4:20 _____
- (c) Location Young 317 _____
- (d) Phone 370-3363 _____ Alternative 479 - 4806 _____
- (e) E-mail rssheffi@uvic.ca, _____
- (f) Website _____

2. Intended Learning Outcomes

(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)

Through reading textbooks and primary source materials, hearing faculty lectures, participating in seminars, writing papers, making presentations, and performing tests, students will:

1. Gain an international perspective on critical events, themes, and issues of this period, including modernization, westernization, war, revolution and counter-revolution, economic development and barriers to it, economic systems such as capitalism and socialism, ideologies and ideological conflict, national culture and the impact on it of global culture and economics, colonization and decolonization, technological change and its impact on society, and the human impact on the world environment.
2. Reassess and challenge Western perspectives on critical events and issues in this period.
3. Compare, contrast and integrate Western and non-Western outlooks and perspectives on critical events and issues in this period, such as those mentioned above.

By the end of the course, through exposure to the above material and ideas, the student should be able to:

1. Think critically about historical issues and writing by evaluating the arguments put forward

by historians, weighing the evidence they present and making judgments about the strength of their arguments.

2. Appreciate history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines.
3. Use history to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
4. Have increased skills in research, writing and written and oral communication.

3. Required Materials

(a) Texts

-Sally Marks, *The Ebbing of European Ascendancy: An International History of the World, 1914-1945*.

-James Overfield, *Sources of Twentieth Century Global History*.

4. Course Content and Schedule

(Can include: Class hours, Lab hours, Out of Class Requirements and/or Dates for quizzes, exams, lecture, labs, seminars, practicums, etc.)

The class will be a combination of lecture and seminar format. During the course, beginning on July 13, we will have five seminars based on the assigned readings from James Overfield's collection of primary sources. The purpose of these sessions is to foster wide ranging critical discussion. The class will be divided into smaller groups to facilitate vigorous debate and encourage every student to participate. Students will be marked based on the quality and frequency of their contributions to class debate. Attendance alone does not constitute participation. Students will also be responsible for reading the contextual chapters in the text by Marks prior to each class.

SCHEDULE

Tuesday, July 6

-Introduction

-Europe Ascendent - the World in 1900

Readings:

Marks - Chapter 1

Thursday July 8

-‘Isms’ in the Early Twentieth Century

-Reading Primary Sources

Readings:

Marks - Chapter 2

Overfield - pages xv-xx

Tuesday July 13

-The Great War

-Seminar #1 - Justifying imperialism.

Readings:

Marks - Chapters 3, 5 and 6

Overfield - pages 1-20 and 169-76

Thursday July 15

-The Russian Revolution

-Seminar #2 - Why Russia, why Bolshevism, why in 1917?

Readings:

Marks - Chapter 3

Overfield, pages 43-47 and 91-98

Tuesday July 20

Document Analysis Assignment Due

-East Asia - Rising Japan and Faltering China to 1937

Readings:

Marks - Chapter 10

Thursday July 22

-Africa and Latin America to 1939

-Seminar #3 - European imperialism in Africa - Impacts and Responses

Readings:

Marks - Chapters 8 and 11

Overfield - pages 176-94

Tuesday July 27

-The Peace and the West in the Twenties

Readings:

Marks - Chapters 12 and 13

Thursday July 29

-India

Readings:

Marks - Chapter 7

Tuesday August 3

-Zionism, Arab Nationalism and the Middle East to 1945

-Seminar #4 - Creating the Middle East

Readings:

Marks - Chapter 9

Overfield - Pages 103-5, 197-211

Thursday August 5

-The Global Economic Crisis of the 1930s

Readings:

Marks - Chapter 14

Tuesday August 10

-The Rise of Fascism and the Descent into War

Readings:

Marks - Chapter 15

Thursday August 12

Article Analysis Assignment Due

-The Second World War in the West

Readings:

Marks - Chapters 16 and 17

Tuesday August 17

-The Pacific War and the Dawn of the Atomic Age
-Seminar #5 - Should the Bomb have been dropped?

Readings:

Marks - Chapter 18
Overfield - pages 256-66

Thursday August 19

-Europe Descendent
-review

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

Your final grade will be based on a combination of written work and class participation as listed below. Written assignments will be assessed based on the quality of content, analysis and presentation (grammar, punctuation, and structure).

seminar participation	20%
document analysis assignment	20% (Due July 20)
article analysis assignment	20% (Due August 12)
final exam	<u>40%</u>
TOTAL	100%

There will be two written assignments due during the course. The first will be a primary source analysis of 3-5 pages. The second will be an article analysis of the same length. More information will be provided about these assignments once class begins. The final exam will be scheduled in the exam period, August 23-24. Do not make any travel arrangements for these days.

6. Grading System

(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)

(Insert appropriate approved grading system - see last page of this template.)

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	
B+ = 80 - 84%	C = 60 - 64%	

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html