



**School of Arts & Science
HUMANITIES DEPARTMENT**

**HIST 108-01
World History: 1945-2000
Winter 2007**

COURSE OUTLINE

The Approved Course Description is available on the web @
<http://www.camosun.bc.ca/calendar/current/web/#HIST>

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Dr. Larry Hannant		
(b)	Office Hours:	Wednesday 10:30am -12:20pm; Thursday 2:00pm – 5:00pm; Friday 10:30am-12:20pm		
(c)	Location:	Young 232		
(d)	Phone:	370-3389	Alternative Phone:	
(e)	Email:	hannant@camosun.bc.ca		

2. Intended Learning Outcomes

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 themes, events, and issues of this period, including modernization, westernization, war and Cold 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 of this period, such as those mentioned above.
3. Compare, contrast and integrate Western and non-Western outlooks and perspectives on critical events and issues of this period, such as those mentioned above.

By the end of the course, through exposure to the above materials 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 judgements 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	William J. Duiker and Bessma Momani, <i>Twentieth Century World History: A Canadian Perspective</i> History 108 Reading Package 2007 edition
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4. Course Content and Schedule

DISCUSSIONS

Beginning on January 19 and on most Fridays through the term we will have discussion sessions.

The aim of these sessions is to have a wide-ranging and informal discussion based on the readings **FROM THE READINGS PACKAGE**. For the discussion, don't be intimidated if the meaning of some of the reading material is not clear to you. Keep in mind that pertinent questions are often as useful as thoughtful comments. Write down some questions about what you don't grasp and think about possible answers to them. Bring them to class and share them with everyone.

In addition, it is absolutely essential that you read the textbook, *Twentieth-Century World History*, in order to put the discussion readings in context. Doing this background reading before class is your responsibility.

Keep in mind that **you cannot expect to earn a passing grade for the discussion portion of the mark without participating regularly in the discussions.** You will be judged on the frequency and quality of your contributions. **Attendance alone does not constitute participation.**

WEEK-BY-WEEK SCHEDULE (Changes to the schedule may become necessary)

DATE	TOPIC AND REQUIRED READINGS
Jan.10	Introduction Reading assignment: <i>Twentieth-Century World History</i> , Map plates 1-32 All maps from Plate 12 to 32 are testable
Jan. 12	Library session related to essay assignment; go directly to Library Classroom
Jan. 17	WW2, its outcomes and impact Reading: <i>Twentieth-Century World History</i> , pp. 96-110
Jan 19	Discussion Reading: Topic 1 in Reading Package – The Impact of WW2
Jan. 24	The Cold War Reading: <i>Twentieth-Century World History</i> , Chapters 6, 7, 9 and 10

- Jan. 26 Discussion Topic 2 – The Cold War in the USA and Canada
- Jan. 31 The USSR and Eastern Europe 1945-2000
Reading: *Twentieth-Century World History*, Chapter 8
- Feb. 2 Discussion Topic 3 – The Cold War internationally
- Feb. 7 The USSR and Eastern Europe, continued
- Feb. 9 Reading break – no class
- Feb.14 Decolonization and neo-colonization
Reading: *Twentieth-Century World History*, Chapter 12
- Feb. 16 Discussion Topic 4 – The collapse of the Soviet bloc
- Feb. 21 China – the rise and triumph of communism
Reading: *Twentieth-Century World History*, Chapter 11
- Feb. 23 Discussion Topic 5 – Decolonization
- Feb. 28 **Mid term exam – in the lecture**
- Mar. 2 Discussion Topic 6 – China
- Mar. 7 China – communism in power and a turn to the West
- Mar. 9 Discussion Topic 7 – The Middle East in the 1940s and 1950s
- March 12 – last day to withdraw without a failing grade**
- Mar. 14 The Middle East – Zionism and the struggle over Palestine
Reading *Twentieth-Century World History*, Chapter 13
- Mar. 16 Discussion Topic 8– The Contemporary Middle East
- Mar. 21 Iran-Iraq and Gulf Wars and the Palestinian Intifada
- Mar. 23 Topic 9 – Globalization
- March 28 The contemporary Middle East
- March 30 Discussion Topic 10 – The environment and science
- April 4 Japan and East Asia since 1945
Reading: *Twentieth-Century World History*, Chapter 14
- April 6 Good Friday – no class

April 11 Contemporary issues
 Reading: *Twentieth-Century World History*, Chapters 15 and 16

April 13 Discussion Topic 11 – American empire

5. Basis of Student Assessment (Weighting)

(a)	Assignments, quizzes, exams, essays and discussions	Discussion participation	10%
		Mid-term exam (in class)	20%
		Essay plan (due Feb.7)	10%
		Essay (due March 16)	30%
		Final exam (in exam period)	<u>30%</u>
		Total	100%

6. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.

CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.
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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, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

8. Your responsibility

History 108 is a university level course, directly applicable to a university degree. So you must be prepared to perform at a university standard. This requires initiative and effort on your part. Specifically, you must:

- 1) attend class regularly
- 2) keep up with the weekly readings in the textbook and discussion reading book
- 3) think carefully about what is written in these sources and discussed in class
- 4) show evidence, in discussion and exams, that you have grasped the facts and concepts from lectures and discussion

The following is one academic's assessment, based on his experience and research, of the correlation between student performance and practice. Where do you fit?

The "A" Student – An Outstanding Student

Attendance: "A" students have virtually perfect attendance. Their commitment to the class resembles that of the teacher.

Preparation: "A" students are prepared for class. They always read the assignment. Their attention to detail is such that they occasionally catch the teacher in a mistake.

Curiosity: “A” students show interest in the class and in the subject. They look up or dig out what they don’t understand. They often ask interesting questions or make thoughtful comments.

Retention: “A” students have retentive minds. They are able to connect past learning with the present. They bring a background with them to class.

Attitude: “A” students have a winning attitude. They have both the determination and the self-discipline necessary for success. They show initiative. They do things they have not been told to do.

Talent: “A” students have something special. It may be exceptional intelligence and insight. It may be unusual creativity, organizational skills, commitment – or a combination thereof.

Results: “A” students make high grades on tests—usually the highest in the class.

The “C” Student – An Average or Typical Student

Attendance: “C” students miss class frequently. They put other priorities [including outside employment] ahead of academic work.

Preparation: “C” students prepare their assignments consistently but in a mechanical manner. Their work may be sloppy or careless. At times, it is incomplete or late.

Attitude: “C” students are not visibly committed to the class. They participate without enthusiasm. Their body language often expresses boredom.

Talent: “C” students vary enormously in talent. Some have exceptional ability but show undeniable signs of poor self-management or bad attitudes. Others are diligent but simply average in academic ability.

Result: “C” students obtain mediocre or inconsistent results on tests. They have some concept of what is going on but clearly have not mastered the material.

Excerpts from “Clarifying Grade Expectations,” John H. Williams, 7, 7, August/September, 1993, *The Teaching Professor*, p. 1.