

	<p><i>School of Arts &amp; Science</i>  <b>HUMANITIES DEPARTMENT</b></p> <p><b>HIST 108-02</b>  <b>World History: 1945-2000</b>  <b>2008W</b></p>
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**COURSE OUTLINE**

**1. Instructor Information**

(a)	Instructor:	Chris Morier		
(b)	Office Hours:	Tuesdays & Thursdays, 11 a.m. – 1 p.m; or by appointment		
(c)	Location:	Young 320		
(d)	Phone:	370-3390	Alternative Phone:	
(e)	Email:	morierc@uvic.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	<p>William J. Duiker and Bessma Momani, <i>Twentieth Century World History: A Canadian Perspective</i> (2007)</p> <p>History 108 Reading Package, 2007 edition</p>
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(b)	Other	Camosun College, Department of Humanities, History Style Guide. This document provides valuable tips for essay preparation, and is available at: <a href="http://www.camosun.bc.ca/schools/artsci/humanities/index.php">http://www.camosun.bc.ca/schools/artsci/humanities/index.php</a> . Scroll down to the link from there. Alternatively, you can consult the University of Victoria, Department of History Style Guide. This is available at <a href="http://www.uvic.ca/history">http://www.uvic.ca/history</a> . Click on the "On-Campus Resources" link and download or print the style guide from there.
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#### 4. Course Content and Schedule

Classes will consist of lectures and seminars. The entire class will meet in Young 317 on Tuesdays, from 8:30 a.m. to 10:20 a.m. for lectures. On Thursdays, Group A will meet from 8:30 a.m. to 9:20 a.m.; Group B will meet from 9:30 p.m. to 10:20 a.m. for seminars, which will also be in Young 317. Basically, seminars are discussion groups. Students will be required to read History articles and come to class prepared to discuss those articles with their peers.

This course is a 3-credit course. Your final grade will be a letter grade.

History 108 will feature 2 hours of lectures per week, and 1 hour of seminar per week. The course continues for 14 weeks. Estimated out-of-class preparation time is 5 hours per week.

#### 5. Basis of Student Assessment (Weighting)

As with most other History courses, all course assignments are compulsory. All of the assignments are discussed in more detail below. Here is how they will be weighted:

- Research Paper Proposal – 5%
- Mid-Term Exam – 25%
- Seminar Participation – 20%
- Research Paper – 25%
- Final Exam – 25%

#### 6. Grading System

##### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	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 E-1.5 at [camosun.ca](http://camosun.ca) for

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, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
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.

## 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](http://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.

### Research Paper Proposal

This assignment is worth 5% of your final grade and is **due on Tuesday, 19 February**. It must be handed to me in class. If late, it will be penalized at a rate of 10% per day overdue.

Posted on my office door is a list of possible research paper topics. You will sign up for one of these topics (or discuss an alternative topic with me) and write a paper on it. But first, you will submit a paper proposal, in which you will provide some possible lines of enquiry for your paper. Your proposal will also include a preliminary bibliography for your essay.

The proposal will be approximately 500 words. In three or four paragraphs, you will identify the topic that you have decided to research, and you will discuss some of your options. Based on your early investigation, what issues or arguments might your essay address? Are there competing or controversial interpretations of the topic? Have historians' views of the topic changed or evolved over time?

Your proposal will also include references to three secondary sources (books and/or articles) that you will consult in preparing your essay. These three sources will not include websites, the course textbook, or any

of the articles in the Course Reading Package. In the end, your paper will employ at least five secondary sources. Your proposal therefore reports on a work-in-progress.

The purpose of this assignment is to initiate the preparation of your research paper - to encourage you to commit to a topic, to do some preliminary research, and to present some possible directions that your essay might take. In the end, your research paper may or may not pursue the options presented or outlined in your proposal – after all, your own thinking on the topic will evolve as you uncover new sources and arguments. We will discuss this assignment further in class as its due date gets closer.

### Mid-term Exam

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There will be a two-hour in-class midterm exam on **Tuesday, 26 February**. The exam is worth 25% of your final grade, and it is closed-book. The exam will consist of short-answer and essay-type questions. We will discuss the exam in more detail in class as the big day gets closer.

### Seminar Participation

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Your seminar group will meet thirteen times over the winter term. Participation marks are worth 20% of your final grade. Marks will be posted on my office door on Friday, 11 April (after the last class and seminar).

Seminars are a crucial element of this course. The study of History requires an appreciation of differing points of view and varying interpretations of evidence. It also requires the ability to critically analyze another person's theories or arguments. The seminars are where these skills are practiced.

As you're reading each article, it may help to consider certain important points. *What are the main arguments of each article? What types of evidence are used to support these arguments? Do you find the arguments convincing? Are there any important questions left unanswered by the article?* It may also be helpful to consider the author of each selection. *Who does the author represent and to whom is s/he talking? Why does s/he approach the topic in a particular way? Does the author use a specific methodology or theoretical perspective (feminist, socialist, etc.)? When was the article written, and does its timing affect its conclusions?*

**Students who miss more than three seminars will forfeit their entire participation mark.** Your mark will be based upon the frequency of your participation in discussions, and the quality of your contribution. To participate well means demonstrating that you have read the assigned articles carefully; that you have identified the salient points of the articles; and that you are prepared to discuss your ideas in a small-group setting.

**Lively and rewarding seminars require the contribution and participation of all group members.** Keep in mind, though: while spirited debate will be encouraged, any form of disrespect for your classmates will not be tolerated. A strategy that may work for your group is to appoint a "chair" or "leader" in advance of each meeting (make sure that everyone gets two or three chances!). The chair will be responsible for preparing questions for the group to discuss, and will moderate the discussion. The chair will also ensure that every group member has opportunities to contribute to the proceedings. Another option is for each student to bring to the seminar a couple of questions that have arisen from their reading of the articles.

My role in the seminars is mostly as an observer. I will listen in on groups, make notes on students' participation, and occasionally interject with a comment or question if the discussion needs a boost. Feel free to ask me a question if your group is stuck on something. I encourage you to make the most of these seminars – they're much more interactive and inclusive than lectures, and the participation grade is a substantial portion of your final mark.

## Research Paper

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This assignment is worth 25% of your final grade, and is **due on Tuesday, 25 March**. It must be handed to me in class. If late, it will be penalized at a rate of 5% per day overdue.

You must sign up for an essay topic, or consult with me on a topic of your own choosing. As library resources are limited, a maximum of two people may sign up for each topic.

This research essay will be between 1500-2000 words in length. Your paper must be double-spaced, on one side of the page only, and should have a cover page with a title and your student identification. Bibliographies should be placed on a separate page at the end of the essay. Make a photocopy of your essay for yourself, and keep all of your research notes, rough drafts, and essay outlines – I may ask to see this stuff.

An essay is a short literary composition having an analytical, interpretive, and critical purpose. A good essay is a coherent expression of ideas on a single theme, and it is organized carefully in sentences and paragraphs. Marks will be deducted for poor organization, ungrammatical writing, and for frequent spelling errors. To ensure correct spelling and syntax, do not rely on word-processing spell checkers or grammar checkers.

In developing your arguments, you will necessarily be depending on and sometimes borrowing evidence and ideas from others. When you quote directly the words of another author, you must put those words between quotation marks (“...”) and cite the exact source of the quotation in a footnote or endnote. Try not to use too many direct quotations. Quote another author only when his or her words are essential, in order to convey his or her exact meaning. If you paraphrase another author, or borrow an idea or conclusion, you must also acknowledge your debt in a footnote or endnote. It is also a good idea to use a footnote if you cite statistics or other evidence that is not common knowledge.

Besides your textbook and any relevant articles in the Course Reading Package, you must consult at least five secondary sources (books and/or articles) in preparing your paper. Legitimate Internet sources are fine, but only in addition to the five books/articles. You cannot avoid the library in this assignment! Between Camosun, UVic, and the Victoria Public Library, you should have no trouble finding sources. Please come and speak with me if you're having any difficulties.

An effective essay is much more than a summary of the evidence and interpretations of other authors. You must write in your own words, and develop your own answer to the question chosen. Your answer may agree with the interpretation of another author; if so, you must still say what evidence persuaded you that their interpretation or conclusion was accurate. A good essay will recognize that different historians may have applied different methods or alternative sources. There may even be multiple answers to the question that you are addressing. If so, a good essay will acknowledge these variations.

Essays must contain footnotes or endnotes. You may **not** use the social science format for citations (i.e. parenthetical references to authors in the text of the essay). The format of footnotes must be consistent. Essays must also include a Bibliography listing all sources used in preparing the essay. For footnote/endnote and bibliographic format, refer to the University of Victoria, History Department Style Guide, which you have, right? (See p. 2 of this course outline)

**AN IMPORTANT NOTE ABOUT PLAGIARISM:** This disclaimer applies to all written work that you will submit in History 108. As stated above, you must give proper credit to borrowed ideas or quotations that you use in your essay. To falsely claim authorship of someone else's ideas or words is called plagiarism. Plagiarism is a type of theft, and in this course it will result, at the very least, in a mark of zero for the assignment. Similar penalties will be applied to any student who buys, borrows, or re-submits a previously-completed History paper. The 'Net has also become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind that Internet sources must appear in papers' Bibliographies as well. I reserve the right to check any assignment with plagiarism detection devices including electronic search

engines designed for this purpose. Please consult with me if you are unsure about proper documentation of your sources. See the Camosun College 2007-2008 Calendar (pp. 36-40) for full policies and penalties in regard to plagiarism, cheating, and other unacceptable student conduct.

**LATE POLICIES AND SUBMITTING YOUR ASSIGNMENTS:** Assignment due dates are firm, and assignments must be submitted to me in class on their due dates (otherwise they are considered late). No extensions will be considered except in cases of documented medical, psychological, or family emergency. If your paper is late because of illness or emergency, the penalty will be waived, but you must submit a note from a health practitioner. Computer/printer/disc problems will not be accepted as a valid excuse for a late essay. No assignment will be accepted after the final class on Thursday, 10 April. Please do not hesitate to see me if you're having any problems with the assignments.

### Final Exam

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There will be a two-hour final exam in April (the final exam period runs from April 14<sup>th</sup> to the 22<sup>nd</sup>). I have no control over when the exam will take place, **so do not commit to a summer work schedule or make plans until you have your exam date!** The exam is worth 25% of your final grade, and it is closed-book. Similar to the mid-term exam, the final exam will consist of short-answer and essay-type questions. The final as well is non-cumulative.

### Research Paper Topics

A maximum of two people may sign up for each topic - the sign-up sheet is posted on my office door.

1. Explain the rise of the Green Party in Germany in the 1980s, or the Green movement in another country during the same decade. What has been the experience of Green participation in politics. Have the Greens made any difference? Or look at an organization like Greenpeace and assess its influence, accomplishments and successes.
2. What gains in status did women achieve during the post-Second World War period? Confine your study to one country or compare two countries. Why did they achieve this success? Were there any significant failures?
3. Assess the strengths, weaknesses, and social contribution of a female political leader in the period after 1945. Examples include Jiang Qing (Chiang Ch'ing), Winnie Mandela, Indira Ghandi, Benazir Bhutto, Petra Kelly, Wangari Maathai (Nobel Prize winner) and Angela Davis.
4. What were the principal issues at stake in the Suez Crisis of 1956? How were they resolved, and why were they resolved in the way they were?
5. What were the principal objectives and barriers to European integration in the era from the 1950s to the present? What have been the success and failures of the process?
6. Which ideology, if any, offers the best model for understanding modern history and planning for the future?
7. Was the existence of nuclear weapons the major reason deterring direct war between the superpowers in the post-1945 era? Was there any alternative proposed to the arms race?
8. Write a critique of NATO, the Warsaw Pact or the Marshall Plan.
9. Who won/lost the war in Korea?
10. Assess the American involvement in Vietnam, Guatemala, El Salvador, Nicaragua, Iran, etc.

11. Assess the successes and failures of the Great Proletarian Cultural Revolution in China.
12. "The welfare state created more problems than it solved." or "The welfare state was a significant advance in human development." Discuss with reference to one or two countries.
13. What accounts for the Iranian revolution in 1979? Has it been beneficial for Iran's people?
14. In what ways did women's status change in China after the 1949 revolution? Were the changes beneficial or detrimental? What changes are yet required? Or examine the same issue in India after 1947.
15. In what ways did women's status change in Iran after the 1979 revolution? Were the changes beneficial or detrimental? What changes are yet required? Or look at Cuba concerning the same topic.
16. Discuss one aspect of Third World development, looking, for example, at the role of women, birth control, education, disease, agriculture, the global economic agenda, the displacement of peasantry, environmental problems, etc.
17. Account for the emergence of Japan as an economic superpower in the post-WW2 years, or examine the role of one social, political or technological element in that success.
18. Assess the status and situation of the Palestinian people inside Israel in any years since 1948.
19. In what ways was agricultural collectivization in China similar to and different from collectivization in the Soviet Union? Why was it similar or different?
20. What were the goals and strategy of China's capitalist modernization program after 1978? Has it succeeded? What have been the social consequences?
21. What was the most significant, promising (dangerous) scientific achievement of the post WW2 era? Computerization, discovery of the human genetic code, nuclear weapons, etc.
22. How and why did Mikhail Gorbachev rise to the leadership of the Communist Party of the Soviet Union? Why was he not able to retain power?
23. What is the most significant problem facing the world today? How did it arise, and what is the prospect of solving it?
24. Describe the growth of and explain the significance of some aspect of the environmental movement in the 20th century.
25. Discuss the significance of some element of the Cold War – eg. women's status and role in it, social impact, the phenomenon of McCarthyism, experimentation upon people using radioactivity, drugs, etc.
26. Explain the causes of the collapse of the Soviet Union or East Bloc in the late 1980s, or examine one problem that has arisen from it (neo-fascism, shifting populations, new nations, dire impoverishment, the export of women to Western brothels, etc.) Why were criminals able to gain such an important place in the Russian economy after 1991?
27. Evaluate the origin of and the impact of a Third World national liberation movement in the 20th century.
28. Discuss and evaluate the significance of changes in sex roles (and/or sexuality) in the past four decades.
29. How has the status and nature of childhood changed in the 20th century in the West?

30. Were the 1960s a decade of revolution?
31. Why was the socialist government of Chile overthrown in 1973? What was the social and political impact of the Pinochet regime?
32. Discuss the alignment of political forces that led to the Iran-Iraq War in the 1980s, the Gulf War of 1990-91, etc.
33. Examine the national liberation efforts of any group of people who were still not a single nation state in 2007. For example, the Kurds, the Chechens, the Tamils, the Basques, the Palestinians, etc.
34. Dissect an artistic movement in the post-WW2 era. For example, abstract expressionism, pop art, punk music, hip hop, etc. Or examine an artist and his/her significance. (Think critically!! In general the key question to ask about an artist is not what but why.)
35. Who were the punks? Why did they emerge when and where they did?
36. In retrospect, what was the counter-culture of the 1960s about? Why did it emerge when it did?
37. Why was Britain able to defeat the Malayan national liberation movement in the 1950s?
38. What was cause of the Sino-Soviet conflict?
39. Why were the majority population of South Africa able to defeat apartheid? Has the majority rule in South Africa improved the lives of South Africans?
40. What accounts for the emergence of the gay liberation movement in the 1960s and 1970s?
41. How did the Guomindang government that took control of Taiwan in 1949 establish and maintain its power?
42. Are micro-loans an effective way to improve the lives of poor people in the developing world?
43. Has the United Nations been an effective force for positive change in the world during its existence?
44. Why did McCarthyism emerge in the USA and why did it collapse?
45. Why were the Mothers of the Plaza de Mayo able to mount an effective human rights movement in an Argentina ruled by a military dictatorship?
46. What accounts for the rise of political Islam?
47. Is France still an imperialist power in Africa?
48. Are the Tamil Tigers a liberation movement or a terrorist organization?
49. Did the experience of Northern Ireland in the years from 1969 to the present show that the British government followed the best policy by negotiating with nationalists who used violence?
50. What led New Zealand to engage in a drastic overhaul of its economy in the 1980s? What was the impact of that restructuring?



Can't make up your mind? Don't like any of the above options? Interested in something else? Want to choose your own essay topic? Fine with me, but you must discuss your alternative topic with me first. It may not be suitable.

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