



**School of Arts & Science
HUMANITIES DEPARTMENT**

**HIST 108-01
World History: 1945-2000
2009W**

COURSE OUTLINE

**The Approved Course Description is available on the web @
<http://camosun.ca/learn/calendar/current/pdf/g-l.pdf>**

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

1. Instructor Information

(a)	Instructor:	Dr. Larry Hannant
(b)	Office Hours:	Tuesday 1:00pm-2:20pm; Thursday 1:00-2:20pm; Friday 10:30am-12:20pm or by appointment
(c)	Location:	Young 232
(d)	Phone:	370-3389
(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 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

Richard Goff, et. al., *The Twentieth Century and Beyond: A Global History* (New York: McGraw Hill, 2008) 7th edition
History 108 Reading Package 2009 edition. This is available online, via D2L. See below.

4. Ground Rules

- Fairness to all requires that I stipulate that students will not be allowed to do “extra work” to make up for poor grades on any one assignment or combination of assignments.

- I do not “lecture to the textbook.” If you want to know how the historians Richard Goff, et.al, the authors of your textbook, assess a particular historical issue, I encourage you to read the textbook. (In any case, you’ll be tested on it.) I might well have a different interpretation from them. My goal in the lecture is both to provide basic information about the events of the past and to acquaint you with some ways to *understand* those events.

- This course requires you to read regularly. Some weeks there’s even a fair amount of reading. Keep up with it, or you’ll be lost quickly.

- While I allow laptop computers in lectures, I expect that you will use them to take notes on them, not surf the web, email friends, etc. In discussion sessions, where the focus is on participation, I **do not** allow the use of laptops.

5. Desire 2 Learn (D2L) component

Each of you have access to Desire 2 Learn, Camosun College’s Learning Management System, which will be used for several aspects of this course – written assignments, which will be submitted through the Dropbox function in D2L; viewing grades, including the weekly discussion participation grade; accessing the discussion readings; viewing the lecture outlines; and keeping up with news about the course.

Signing in to D2L: Once you’re registered in this course, use your computer to go to the following web location: <http://online.camosun.ca>

The sign-in process is simple: For ID use your first name followed by a dot then last name followed by the day of the month in which you were born. Thus **parvena.smith01** if you are Parvena Smith and were born on the first of May. Your initial password will be **changeme**. You’ll be prompted to change your password. Then go to the History 108 course.

6. Discussions

Beginning on January 14 and on most Wednesdays 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, *The Twentieth-Century and Beyond*, 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**.

For *two* assigned discussions through the term, each of you will be *the designated leader for the session*. What does it mean to be a discussion leader? Most importantly, you are responsible to raise relevant and thoughtful questions for other students that help to *encourage discussion* that probes and develops key aspects of the readings.

On the weeks you are the designated discussion leader, you will also hand in a written essay based on the question for the discussion reading (see below). The written assignment must be submitted through the Dropbox function in D2L by **10:30am** on the day you are the designated leader of the discussion.

7. Essays

Each of you will hand in two written essays through the term. Each will be **based on the discussion readings** for a particular day. By **10:30am** on the day you are the designated leader of the discussion session, you will submit through the dropbox function of D2L a written essay that *answers the question* posed for the discussion topic. This essay will be **600 words** in total. ***You must use footnotes or endnotes (NOT APA style references) to cite the source of the ideas, important information and direct quotations you include in this essay.*** Failure to use footnotes appropriately will result in a grade penalty of 10%. There is no need for a bibliography, as the discussion reading articles are your sources.

As you can see, for the week you write an essay and are the leader for the discussion, a certain level of planning is needed. You'll have to read the articles in advance, write the essay on the articles, submit the essay before the discussion session and develop thoughtful questions from the readings to lead the discussion.

Late submission of essays will result in a penalty of 5%.

8. Course Content and Schedule

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

DATE	TOPIC AND REQUIRED READINGS
Jan. 5	Introduction to course and World War 2 Reading assignment: <i>The Twentieth-Century and Beyond</i> , pp. 255-303
Jan. 7	World War 2, continued
Jan. 12	Outcomes and impact of WW2
Jan. 14	Discussion Topic 1 in Reading Package – The Impact of WW2 Question: What goals for the near future did Western and communist leaders have as WW2 approached its end?
Jan. 19	The Cold War Reading: <i>The Twentieth-Century and Beyond</i> , pp. 304-343
Jan. 21	Discussion Topic 2 – The Cold War in the USA and Canada Question: According to these readings, who/what in North America were the main casualties of the Cold War?
Jan. 26	The USSR and Eastern Europe 1945-2000 Reading: <i>The Twentieth Century and Beyond</i> , pp. 410-427; 495-512
Jan. 28	Discussion Topic 3 – The Cold War internationally Question: What were the chief means the USA used to fight the Cold War abroad?
Feb. 2	Decolonization and neo-colonization Reading: <i>The Twentieth-Century and Beyond</i> , pp. 370-383
Feb. 4	Discussion Topic 4 – The collapse of the Soviet bloc Question: What was the primary cause of the collapse of the Soviet bloc?
Feb. 9	East Asia since 1945 Reading: <i>The Twentieth Century and Beyond</i> , pp. 344-49; 444-462
Feb. 11	Discussion Topic 5 – Decolonization Question: For those who struggled against colonialism in the period after WW2, what were the key steps to achieving liberation from great power control?
Feb. 16	Mid-term exam – 2 hours, in class

- Feb. 18 China – 1949, *Great Leap* (film on the Chinese revolution)
- Feb. 23 China – the rise and triumph of communism
Reading: *The Twentieth-Century and Beyond*, pp. 344-369
- Feb. 25 Discussion Topic 6 – China from Mao to Now
Question: Richard Goff et.al describe the Cultural Revolution as Mao Zedong’s “campaign to seize power” in the Communist Party of China (*The Twentieth Century and Beyond*, 464). What do these articles offer as an explanation for it?
- Mar. 2 China – communism in power and a turn to the West
Reading: *The Twentieth-Century and Beyond*, pp. 463-479
- Mar. 4 Discussion Topic 7 – The Middle East in the 1940s and 1950s
Question: What were the main arguments for and against the creation of the state of Israel?

March 9 – last day to withdraw without a failing grade

- Mar. 9 The Middle East – Zionism and the struggle over Palestine
Reading: *The Twentieth Century and Beyond*, pp. 384-409
- Mar. 11 Discussion Topic 8 – The Contemporary Middle East
Question: What is the greatest challenge Israel faces today?
- Mar. 16 Iran-Iraq and Gulf Wars and the Palestinian Intifada
- Mar. 18 Discussion Topic 9 – Science and development
Question: In the lives of the majority of humans in the world in the years from 1945 to the present, did science exert a mainly positive or mainly negative impact?
- Mar. 23 The contemporary Middle East
- Mar. 25 Discussion Topic 10 – Global inequality
What positive and negative trends were evident in the world economy in the last half of the 20th century and the early 21st century?
- Mar. 30 Globalization and its impact
Reading: *The Twentieth Century and Beyond*, pp.428-443; 512-16
- Apr. 1 Discussion Topic 11 – 21st century trends and their history
What is the primary function of war in the 21st century?
- Apr. 6 Contemporary issues
Reading: *The Twentieth Century and Beyond*, pp. 517-575

9. Basis of Student Assessment (Weighting)

Discussion participation	10%
Discussion leadership (based on 2 sessions)	5%
Essays (2)	30%
Mid term exam (in class, Feb. 16)	25%
Final exam (in exam period)	<u>30%</u>
Total	100%

The final exam will be in the **scheduled exam period**, April 14-18 & 20-22. Please do not make any arrangements to leave the city until you know when the exam will be held. Both mid-term and final exam must be written during the scheduled times unless a physician's medical certificate is presented to me. There will be no exceptions without a medical certificate.

10. 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 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. (For these courses a final grade will be assigned to either the 3 rd course attempt or at the point of course completion.)
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.

11. 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.

12. 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 from the textbook and the discussion reading package
3. think carefully about what is written in these sources and discussed in class
4. show evidence, in your participation in discussions and your written work, that you have grasped the facts and concepts from discussion readings, lectures and textbook.