



School of Arts & Science
HUMANITIES DEPARTMENT

HIST 106-02
World History: 1900-1945
Fall 2009

COURSE OUTLINE

The Approved Course Description is available on the web @
<http://www.camosun.bc.ca/calendar/current/web/hist.html#HIST106>

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:	Tuesday 1:00pm-2:20pm; Wednesday 10:30am-12:20pm; Thursday 1:00-2:20pm; Friday 10:30am-12:20pm or by appt.
(c)	Location:	Young 232
(d)	Phone:	370-3389
(e)	Email:	hannant@camosun.bc.ca

Students may not use recording devices in the classroom without the prior permission of the instructor.
However, the instructor's permission is not required when the use of a recording device is sanctioned by the College's Resource Centre for Students with Disabilities in order to accommodate a student's disability and when the instructor has been provided with an instructor notification letter which specifies the use of a recording device. Recordings made in the classroom are for the student's personal use only, and distribution of recorded material is prohibited.

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 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 of this period.
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

(a)	Texts	Richard Goff, et. al. <i>The Twentieth Century and Beyond: A Global History</i> (2008) History 106 Reading Package, 2009 edition
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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 a fair amount of reading. Don’t fall behind. *This especially applies to the textbook.*

- 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 has access to Desire 2 Learn, Camosun College’s Learning Management System, which will be used for several aspects of this course – written assignments and discussion leadership questions, which will be submitted through the Dropbox function in D2L; viewing grades, including the weekly discussion participation grade and the discussion leadership grades; accessing some of the discussion readings; viewing the lecture outlines; and keeping up with news about the course. Please sign in immediately and check into it frequently.

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 and is described on the opening page of the D2L site.

6. Course Content and Schedule

WEEK-BY-WEEK SCHEDULE (subject to change due to illness, etc)

DATE	TOPIC AND REQUIRED READINGS
Sept. 9	Introduction to course
Sept. 11	The world in 1900 – the West
Sept.16	The world in 1900 – the West, continued Relevant textbook reading: <i>The Twentieth Century and Beyond</i> , pp. xiv-xv and 1-41
Sept. 18	Discussion 1. Read Topic 1 in reading package
Sept. 23	The world in 1900 – beyond the West Reading: <i>The Twentieth Century and Beyond</i> , pp. 42-95
Sept. 25	Discussion: Topic 2 in reading package
Sept. 30	World War 1 in Europe and beyond Reading: <i>The Twentieth Century and Beyond</i> , pp. 96-120
Oct. 2	Discussion: Topic 3
Oct. 7	Culture and ideas 1900 to 1939 Reading: <i>The Twentieth Century and Beyond</i> , pp. 121-138
Oct. 9	Discussion: Topic 4
Oct. 14	Revolution and counter-revolution 1917-1923 Reading: <i>The Twentieth Century and Beyond</i> , pp. 139-172
Oct. 16	Discussion: Topic 5
Oct. 21	Modernization in the USSR and the USA Reading: <i>The Twentieth Century and Beyond</i> , pp. 146-153 and 173-190
Oct. 23	Discussion: Topic 6
Oct. 28	Mid term exam – two hours, in class
Oct. 30	Discussion: Topic 7
Nov. 4	East Asia to 1941 Reading: <i>The Twentieth Century and Beyond</i> , pp. 190-203
Nov. 6	Discussion: Topic 8

NOTE: November 10 – last day to withdraw without a failing grade

Nov. 11	Remembrance day – no class
Nov. 12	No discussion today; lecture on interwar imperialism Reading: <i>The Twentieth Century and Beyond</i> , pp. 205-227
Nov. 18	The global economic crisis of the 1930s Reading: <i>The Twentieth Century and Beyond</i> , pp. 176-9
Nov. 20	Discussion: Topic 9
Nov. 25	Fascism Reading: <i>The Twentieth Century and Beyond</i> , pp. 228-254
Nov. 27	Discussion: Topic 10
Dec. 2	Response to fascism
Dec. 4	Discussion: Topic 11
Dec. 9	World War Two Reading: <i>The Twentieth Century and Beyond</i> , pp. 255-276
Dec 11	Discussion: Topic 12

7. Basis of Student Assessment (Weighting)

Your grade will be made up from a combination of written work and participation in regular discussions. These component parts are:

Discussion participation	10%
Discussion leadership (2 sessions)	5%
Essays (2)	30%
Mid-term exam (October 28)	25%
Final exam (in exam period)	<u>30%</u>
Total	100%

The final exam will be in the scheduled exam period, December 14-19 and 21. Please do not make any arrangements to leave the city in December 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.

8. Discussions

Beginning on Friday, September 18, and on most Fridays through the term we will have discussion sessions. Please ensure that you attend every session and join in the discussion.

The aim of these sessions is to have a wide-ranging and informal discussion based on sections in the **READING PACKAGE**. For the discussion, don't be intimidated if the meaning of some of the reading material isn't 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.

Keep in mind that **you can't 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 doesn't constitute participation.**

9. Discussion leadership

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.

Try to set up questions that are open-ended and that cause your colleagues to think about the readings.

From my experience, two types of questions don't work well. One is "should" questions which invite a moral response based on contemporary standards. Historians call these "presentist." These ask your fellow students to *judge* the past by our contemporary standards of morality. A century from now, assuming humans survive, people might think that your ownership and use of a car was criminal, yet you might not give it a passing thought. Do you want them to judge you by the standards of the future? Probably not. Don't evaluate people living under different conditions from you in the past by your standards. Our task as historians is to *understand* the past, not to judge it.

A second type of question that, in my experience doesn't work well is "what if" ones. "Would Germany have been better off if the Nazis had not seized power?" The only response we can have is "Sure, but the Nazis *did* seize power." A more fruitful question might be *why* the Nazis were able to seize power.

On the weeks you are the designated discussion leader, you will submit at least three questions to me via D2L. These questions must be submitted via the Dropbox function in D2L **no later than 8:30am** on the day you're the designated discussion leader.

I'll circulate a list of sessions ASAP. Each of you will sign up to be discussion leader for TWO sessions.

In addition, in the same session where you're the discussion leader, you'll also submit an essay on the discussion subject. See below.

10. 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 **8:30am** 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* that I pose for the discussion topic.

The source material for the essay is the readings in the reading package. No other sources need to be used. (You might, of course, need to do some background reading in the textbook or other sources in order to grasp the background of the readings.)

This essay will be **600 words** in total. *Please respect the word limit.* I try to ask you a very specific question, which can be answered briefly, using the assigned readings.

At the opening of your essay provide a title for your essay, your name, the topic you are dealing with and the question you're addressing.

You must use footnotes or endnotes (NOT APA or MLA 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.

For correct History style follow the method used in the Camosun College History style guide, which is linked to the History section of the Camosun College Humanities Department website. It is at

http://camosun.ca/learn/programs/history/style_guide.pdf

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% per day.

11. Your responsibility

History 106 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 that you have grasped the facts and concepts from lectures and discussion

12. 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. (<i>For these courses a final grade will be assigned to either the 3rd 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.

13. 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.