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|  | <p><b>School of Arts &amp; Science</b><br/> <b>HUMANITIES DEPARTMENT</b></p> <p><b>HIST 106-02</b><br/> <b>World History: 1900-1945</b><br/> <b>Fall 2011</b></p> |
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## COURSE OUTLINE

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**The Approved Course Description is available on the web @**  
**<http://camosun.ca/learn/calendar/2010/web/hist.html>**

*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.*

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### 1. Instructor Information

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| (a) | Instructor:   | Dr. Larry Hannant  |
| (b) | Office Hours: | 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  |

### 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

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| Texts | <ul style="list-style-type: none"> <li>• William J. Duiker, <i>Contemporary World History</i>, 5<sup>th</sup> ed (2010)</li> <li>• History 106 Reading Package, 2011 edition</li> </ul> |
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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.” That means you cannot simply attend lectures and expect this will be sufficient to do well in the course. Textbook, reading package and lectures are essential components of the course, and each will be part of the exams.

- 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. AND, in ALL classes, please turn off and do not play with such infernal implements of distraction as cell phones.

### 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. Discussions

Beginning on September 16 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 isn’t clear to you. Keep in

mind that pertinent questions are often as useful as thoughtful comments. Bring them to class and share them with everyone.

In addition, it is absolutely essential that you read the textbook, *Contemporary 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.**

For one assigned discussion 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 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 more profoundly about the readings.

From my experience, two types of questions **don't work well**. One is "should" questions. These invite a moral response, based on today's standards. This type of questions asks your fellow students to *judge* the past by our contemporary standards of morality. 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 take power.

On the week 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. Each of you will sign up to be discussion leader for one session.

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

## 7. Essay

Each of you will hand in an essay **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 and in Microsoft Word format a written essay that *answers the question* that I pose for the discussion topic. **Where will you find this question? It's in the table of contents of the reading package.**

The source material for the essay is the articles **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 context of the readings.)

This essay will be **1000 words** in total. The word limit is strict. I will **deduct 10%** from your grade for **each 50 words** (or part thereof) over 1000, beginning at 1050 words. **So if you have 1051 words, the deduction is 10%; 1101 words, 20%** etc.

At the opening of your essay provide the following: **1. a title** for your essay; **2. your name**; **3. the topic** you are dealing with; and **4. 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 and set them out correctly will result in a grade **penalty of 10%**.*

For correct History footnote style follow the method used in the Camosun College History style guide, which is in the reading package and also linked to the History section of the Camosun College Humanities Department website at [http://camosun.ca/learn/programs/history/style\\_guide.pdf](http://camosun.ca/learn/programs/history/style_guide.pdf)

An essay usually includes a bibliography, but in this case there is no need for one, as the discussion reading articles are your sources.

In order to give you a guide to reading the assigned articles and writing an essay based on them, I have loaded onto D2L two brief excerpts from *How to Read a Paragraph* and *How to Write a Paragraph*. (Content Section of D2L.) I suggest you consult them as a brief introduction to reading effectively and writing purposefully.

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: 1. read the articles in advance; 2. write the essay answering the question about the articles; 3. submit the essay and the questions via D2L **before** the discussion session; and 4. present thoughtful questions from the readings to your colleagues in the discussion.

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

## **8. Course Content and Schedule**

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

#### **DATE      TOPIC AND REQUIRED READINGS**

Sept. 7            Introduction to course

Sept. 9            The world in 1900 – the West  
Relevant textbook reading: *Contemporary World History*, pp. xiv-xvi and 1-46

- Sept.14 The world in 1900 – the West, continued
- Sept. 16 First discussion. Read Topic 1 in reading package  
NOTE that *Contemporary World History*, pp. 47-67 is VERY relevant to this discussion. Please read it in advance.
- Sept. 21 The world in 1900 – beyond the West  
Reading: *Contemporary World History*, pp. 47-67
- Sept. 23 Discussion: Topic 2 in reading package
- Sept. 28 World War 1 in Europe and beyond  
Reading: *Contemporary World History*, pp. 69-79
- Sept. 30 Discussion: Topic 3
- Oct. 5 Culture and ideas 1900 to 1939  
Reading: *Contemporary World History*, pp. 91-94
- Oct. 7 Discussion: Topic 4
- Oct. 12 Revolution and counter-revolution 1917-1923  
Reading: *Contemporary World History*, pp. 79-91,106-113, 117
- Oct. 14 Discussion: Topic 5
- Oct. 19 Modernization in the USSR and the USA  
Reading: *Contemporary World History*, pp. 90-91
- Oct. 21 Discussion: Topic 6
- Oct. 26 Mid term exam – two hours, in class
- Oct. 28 Discussion: Topic 7
- Nov. 2 East Asia to 1941  
Reading: *Contemporary World History*, pp. 108-115, 125, 127-130
- Nov. 4 Discussion: Topic 8
- Nov. 9 Inter-war imperialism  
Reading: *Contemporary World History*, pp. 95-107, 115-119
- NOTE: November 9 – last day to withdraw without a failing grade**
- Nov. 11 Remembrance Day – College closed
- Nov. 16 The global economic crisis of the 1930s  
Reading: *Contemporary World History*, pp. 87-89

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| Nov. 18 | Discussion: Topic 9   |
| Nov. 23 | Fascism<br>Reading: <i>Contemporary World History</i> , pp. 120-125             |
| Nov. 25 | Discussion: Topic 10  |
| Nov. 30 | Response to fascism<br>Reading: <i>Contemporary World History</i> , pp. 126-129 |
| Dec. 2  | Discussion: Topic 11  |
| Dec. 7  | World War Two<br>Reading: <i>Contemporary World History</i> , pp. 129-145       |
| Dec 9   | Discussion: Topic 12  |

### 9. 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       | 5%         |
| Essay                       | 30%        |
| Mid-term exam (October 26)  | 25%        |
| Final exam (in exam period) | <u>30%</u> |
| Total                       | 100%       |

**The final exam will be in the scheduled exam period, December 12-17 and 19-20. 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.

### 10. 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 package
- 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

## 11. 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.  |

## 12. 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.