



COURSE OUTLINE

The Approved Course Description is available on the web @ <http://camosun.ca/learn/calendar/current/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.

1. Instructor Information

(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 appointment
(c)	Location:	Young 232
(d)	Phone:	370-3389
(e)	Email:	hannant@camosun.bc.ca

2. Intended Learning Outcomes

Upon completion of the course, the student will be able to:

1. Identify the critical themes, events and issues relating to the course topic.
2. Evaluate historical changes over time.
3. Critically analyze historical sources.
4. Demonstrate an appreciation of history as a distinct academic discipline.
5. Apply historical information and historical analysis 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.
6. Demonstrate skills in research, and in written and oral communication.

3. Required Materials

Texts	<ul style="list-style-type: none"> • Robert J. McMahon, <i>The Cold War: A Very Short Introduction</i> (Oxford: Oxford University Press, 2003) • History 290 Reading Package, 2013 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.
- This course requires you to read regularly. Some weeks there’s a fair amount of reading. Don’t fall behind.

- While I allow computers in lectures, I expect that you will use them to take notes, not surf the web, email friends, etc. In discussion sessions, where the focus is on participation, I **do not** allow the use of computers. AND, in ALL classes, please turn off and *put out of sight and touch* such infernal instruments 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 10 and on most Tuesdays throughout the term we'll 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's important to read the textbook, *The Cold War: A Very Short Introduction*, which will help you to put the discussion readings into context. Doing this background reading before class is your responsibility.

In discussions, I'll evaluate you primarily based on the **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're 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, that don't seek only simple answers, 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 doesn't work well is "what if" ones. "Would Hollywood films have been preoccupied by fears of being overrun by aliens from outer

space if there had been no Cold War conflict with the USSR?” The only response we can have is “Who knows? The Cold War conflict was a reality.” A more fruitful question might be why Hollywood films took the forms they did in that historical context.

On the week you’re the designated discussion leader, you’ll submit *at least* three questions to me via D2L. These questions must be submitted via the **DROPBOX FUNCTION** in D2L **no later than 5:00pm** on the day you’re the discussion leader.

I’ll circulate a list of discussion sessions. Each of you will sign up to be discussion leader for one of them.

7. Essay assignment

Each of you will write **one essay** based on the discussion readings for a particular day. By 5:00pm on the day you’re the designated leader of the discussion session, you’ll 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? **In the table of contents of the reading package.**

The source material for the essay is the articles in the reading package. **With one exception, you don’t need to use any other sources.** The exception is that if the readings relate to a film, you should view that film in advance and you may refer to it in your essay. (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’ll 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.

The word count does not include the footnotes. Footnotes must be used – see below.

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 (this is Chicago style, NOT APA or MLA style references) to cite the source of 1) the ideas; 2) important information; and 3) direct quotations you include in your 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 on the Camosun College Humanities Department website at 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.

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 (and view the relevant film); 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. 3	Introduction to course; what is film and how does it compare to other forms of historical presentation? A brief introduction to the Cold War.
Sept. 10	Background to the Cold War Textbook reading: <i>The Cold War: A Very Short Introduction</i> , pp. 1-34 View excerpts from films covering the years 1943-1948 Discussion Topic 1 – film and the presentation of history
Sept 17	The escalation in East-West conflict Textbook reading: <i>The Cold War: A Very Short Introduction</i> , pp. 35-77 View: <i>The War Game (48 minutes)</i> Discussion Topic 2 – Background: World War 2 and its impact
Sept. 24	A new obsession – spies and spying Textbook reading: <i>The Cold War: A Very Short Introduction</i> , pp.78-104 View: <i>The Spy Who Came in From the Cold (112 minutes)</i> Discussion Topic Three: Launch of the Cold War
Oct. 1	Invasion of the mind and body Textbook reading: <i>The Cold War: A Very Short Introduction</i> , pp. 105-121 View: <i>The Manchurian Candidate (126 minutes)</i> Discussion Topic 4 – Fear and loathing across the Iron Curtain
Oct. 8	Propaganda View: Excerpts from <i>Animal Farm</i> and <i>Shooting Range</i> Discussion Topic 5 – Political conflict and propaganda in the cultural realm
Oct. 15	Youth – social fears View: Excerpts from <i>The Wild One</i> , <i>Blackboard Jungle</i> , <i>Moscow Does Not Believe in Tears</i> , <i>Berlin – Schonhouser Corner</i> , <i>The Five Cent War</i> Topic 6 – What’re you rebelling against, Ivan?
Oct. 22	The unravelling of Cold War consensus Textbook reading: <i>The Cold War: A Very Short Introduction</i> , pp. 122-142 View: Excerpts from <i>Communists on Campus</i> , <i>Time to Live</i> , <i>Berkeley in the Sixties</i> Discussion Topic 7 – A New Left and its challenge to authority

Oct. 29 Germany – a rip in the Iron Curtain
View: *The lost honor of Katharina Blum*
Discussion Topic 8 – The American War on Vietnam

NOTE: November 4, 2013 – last day to withdraw without a failing grade

Nov. 5 The U.S. war on Vietnam and its impact
View: *Coming Home*
NO Discussion today

Nov. 12 The Third World in the Cold War
View *Missing*
Discussion Topic 9 – The Cold War and the Third World

Nov. 19 The Cold War in Canada
View: Excerpts from *The Man Who Might Have Been*
Discussion Topic 10 – The Cold War in Canada

Nov. 26 The Second Cold War
Reading: *The Cold War: A Very Short Introduction*, pp. 143-168
View: Excerpts from *The Day After*
Topic 11 – The Second (and last?) Cold War (1979-1991)

Dec. 3 Outcome, impact and summing up

9. Basis of Student Assessment (Weighting)

Discussion participation	15%
Discussion leadership	5%
Essay	40%
Final exam (take home essay)	<u>40%</u>
Total	100%

The final exam will be a take-home essay on one of several topics I submit to you one week in advance of the last class. The essay will be due one week after the final class. The questions will be based on textbook and discussion readings, lectures and films from the term.

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. (<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.

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.