



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 their records.

1. Instructor Information

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

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 2014 edition

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 don’t “lecture to the textbook.” That means you can’t simply attend lectures and expect that this will substitute for reading the textbook. That’s not 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 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 away from sight 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. You’ll submit your essay and discussion questions through the Dropbox function in D2L; you can use D2L to view grades, including the weekly discussion participation grade. Lecture outlines will also be there. And you can use it to keep 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 and is described on the opening page of the D2L site.

6. Discussions

Beginning on January 14 and on most Tuesdays through 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 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.

You can't expect to earn a passing grade for the discussion portion of the mark without participating regularly in the discussions. You'll be judged on the frequency and quality of your contributions. Attendance alone doesn't 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, which don't seek only simple answers, and which 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 Canadian children have been better off if they had not been swept up in Cold War hysteria in 1947?" The only response we can have is "Sure. But Canadian children *were* swept up into Cold War hysteria." A more fruitful question might be *why* Canadian children were subjected to Cold War hysteria.

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 and in **Microsoft Word** format no later than **5:00pm** on the day you're the designated discussion leader.

Next week 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 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? **The question is in the table of contents of the reading package.**

The source material for the essay is the articles in the reading package. **You don't need to use any other sources.** (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 applies only to the content**, not to footnotes. 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.

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 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; 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, to a maximum of 20% deduction.

8. Course Content and Schedule

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

DATE	TOPIC AND REQUIRED READINGS
Jan. 7	Introduction to the course and lecture on World War 2 Reading assignment: <i>The Twentieth-Century and Beyond</i> , pp. 255-303
Jan. 14	Outcomes and impact of WW2 Discussion Topic 1 in Reading Package – The Impact of WW2 NOTE: IF THE DISCUSSION READING PACKAGE IS NOT YET PRINTED AND AVAILABLE IN THE BOOKSTORE, GO TO D2L (Content section) FOR PDF VERSIONS
Jan. 21	The Cold War Reading: <i>The Twentieth-Century and Beyond</i> , pp. 304-343

- Discussion Topic 2 – The Cold War in the USA and Canada
- Jan. 28 The USSR and Eastern Europe 1945-2000
 Reading: *The Twentieth Century and Beyond*, pp. 410-427; 495-512
 Discussion Topic 3 – The Cold War internationally
- Feb.4 Decolonization and neo-colonization
 Reading: *The Twentieth-Century and Beyond*, pp. 370-383
 Discussion Topic 4 – The collapse of USSR and Eastern Europe
- Feb. 11 East Asia
 Reading: *The Twentieth Century and Beyond*, pp. 344-49; 444-462
 Discussion Topic 5 – Decolonization
- Feb. 18 Mid-term exam – in class
NOTE: NO DISCUSSION TODAY
- Feb. 25 China –communism/capitalism in power
 Reading: *The Twentieth-Century and Beyond*, pp. 344-369, 444-479
 Discussion Topic 6 – China from Mao to Now
- Mar. 4 The Middle East – Zionism and the struggle over Palestine
 Reading: *The Twentieth Century and Beyond*, pp. 384-409
 Discussion Topic 7 – The Middle East in the 1940s and 1950s
- March 10 – last day to withdraw without a failing grade**
- Mar. 11 Iran-Iraq and Gulf Wars and the Palestinian Intifada
 Discussion Topic 8 – The Contemporary Middle East
- Mar. 18 The contemporary Middle East
 Discussion Topic 9 – Technology, science and development
- Mar. 25 Global economic crisis of the 1970s
 Discussion Topic 10 – Global inequality
- Apr. 1 Globalization and its impact
 Reading: *The Twentieth Century and Beyond*, pp .428-443; 512-575
 Discussion Topic 11 – The “American century” and its impact
- April 8 Summing up

9. Basis of Student Assessment (Weighting)

Discussion participation	10%
Discussion leadership	5%
Essay	30%
Mid-term exam (in class, Feb.18)	25%
Final exam (in exam period)	<u>30%</u>

The final exam will be in the **scheduled exam period, April 14-17 & 22-25**. Please do not make any arrangements to leave the city until you know the exam date.

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. (<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.