

	<p>School of Arts & Science HUMANITIES DEPARTMENT</p> <p>HIST 108 - EMCS New World Order? : World History since 1945 Fall 2016</p>
---	--

COURSE OUTLINE

1. Instructor Information

Professor:	Steve Fielding
Location:	Edward Milne Community School
Phone:	250-590-1125
Email:	FieldingS@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, you 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 judgements 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)	Course Pack
(b)	Textbook: Goff et al. <i>The Twentieth Century and Beyond: A Global History</i> , 7 th ed. Toronto: McGraw-Hill, 2008.

4. Instructor

Growing up as the kid of a railway worker, I spent my childhood moving around, from Niagara Falls to Fort Erie, Sarnia, and finally, Winnipeg. I completed my first degree at the University of Winnipeg, then a Master of Arts from Simon Fraser University, and am nearing completion of my Ph.D. here at the University of Victoria.

I have taught History at four colleges and universities and published research on the topics of immigration, multiculturalism, sport, gender, religion, and ethnic food. My wife is from Italy (I won the lottery) and we are parents of a six-year-old girl and baby boy. This is my first time teaching at Edward Milne and I'm looking forward to exploring World History together this semester.

5. Course Content

Important Dates at a Glance:

Tuesday September 13	First class and seminar
Tuesday September 20	Short Paper due (5%)
Tuesday October 4	Essay Proposal due (5%)
Tuesday October 25	Mid-term exam (25%)
Tuesday December 6	Research Essay due (20%)
Tuesday December 13	Final Exam during last class (25%)

6. 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.

7. 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 the College web site in the Policy Section.

8. Basis of Student Assessment (Weighting)

Key instructions for all assignments

All assignments must be in hard copy, single-sided, double-spaced, paginated, written in a standard 12-point font (such as Calibri), and use normal (1 to 1.25 inch) margins. Please do not forget to spell-check your assignments.

There must also be a title page that includes the name of your assignment, your name and student ID, my name, course code, and date submitted. And it must be affixed with a staple. Papers must be handed in to me at the beginning of class.

Late assignments will be **deducted at 5% per day** to a maximum of one week, after which they will received a grade of zero.

A) "It's not fair!": Short paper (5 percent) Due: September 20

This is a basic and (probably) fun exercise to develop your writing skills with a topic of your choice.

You will tell me about something that isn't fair but you have to make an argument to support it, complete with an introductory paper with a thesis statement, supporting evidence and analysis, and a conclusion. Examples from your own life are encouraged and will be easier to write about. For example, you might think it's not fair that your sister gets to use the car more often than you do. It would then be your job to convince me why your

viewpoint is more logical than your sister's. Make sure to show how your argument can stand up against possible counter-arguments i.e. My sister claims she deserves to have the car more often because (insert her lame reason) but this is not a fair argument because [insert your better, more fair-minded reason]. The short paper is to be 500 words (2 pages) long.

B) Essay Proposal (5 percent)

Due: October 4

The paper proposal is the first important step in developing your own research project. It helps you to commit to a topic and organize your thoughts and thus save time by researching and writing more efficiently. It is likely that your arguments will develop in new ways as you read new material and consider different arguments. The proposal helps set this process in motion. We will discuss the assignment further in class as the due date gets closer.

In the space of 500 words (2 pages), you will

1. Present a clear historical question or problem relevant to the course (i.e. Was dropping the atomic bomb on Japan the only viable option for the United States to end the Second World War?)
2. Demonstrate at least an introductory knowledge of articles or books that will provide the arguments and evidence that will guide your own analysis. Look for different viewpoints and consider which of these are strong, weak, competing, or controversial. Think also about whether historians' views have changed over time.
3. Turn your historical question into a thesis statement (i.e. The United States did/not need to drop the atomic bomb on Japan to end the Second World War because... [insert reasons here, based on evidence from your sources]). You can always modify the thesis statement.

Put simply, the Proposal

- a) Poses a question and explains why it's historically important
- b) Shows what you know about it thus far, based on the articles or books you chose, and
- c) Charts how you might answer the question in the research essay.

You must include a preliminary bibliography at the end of the proposal. This will need to include **a minimum of five (5) articles, three of which are to be academic ones** (by historian writing for an academic press, usually 20-30 pages long). You may alternatively use one book and it will count as two articles. Note that your sources are not to be a website, online encyclopedia, material with no author's name attached, the textbook, or one of the articles in the course reading package.

At the end of the syllabus, you will find an extensive list of possible research essay questions. In light of the limited library resources, only two (2) students at maximum are permitted to do a particular question. Please see me to confirm your choice.

C) Mid-term Exam (25 percent)**Due October 25**

There will be a two-hour exam during class and it will be closed-book. It will consist of both short answer and essay question. We'll also discuss this as the day gets closer.

D) Research Essay (20 percent)**Due December 6**

The purpose of the major paper is to test your ability to explore, analyze, and draw conclusions from the argument (thesis) first developed in your essay proposal. It is **due on Tuesday December 13th**.

This research essay will be between 1500 and 2000 words (6-8 pages) in length. Please remember to keep all your research notes, rough drafts, and essay outlines—I may ask to see these things.

A good essay is a coherent expression of ideas on a single theme and it is organized carefully in paragraphs. It is clearly written, organized, and analytical. This research paper will each be evaluated according to three criteria: referencing your sources with footnotes and bibliography (10%), writing style and organization (30%), and supporting evidence and analysis (60%).

The essay is to be written in paragraph form. It should contain:

1. A clear **introduction** that presents the general topic and then outlines your own argument
2. A **body** that supports the argument with historical evidence and analyzes that evidence. Ideally, it will consider opposing or different opinions. Choose sources that can provide these for you.
3. A **conclusion** that summarizes the argument and the evidence you used to support it

A really simple way to remember all this is:

1. Introduction: Tell me what you're going to do
2. Body: Do it
3. Conclusion: Tell me what you just did

The research essay is more than a summary of the evidence and interpretations of other authors. You must write in your own words and develop your own answer to the question chosen. Your answer may agree with the interpretation of another author; if so, you must still say what evidence persuaded you that their interpretation or conclusion was accurate. A good essay will recognize that different historians may have applied different methods or alternative sources. There may even be multiple answers to the question that you are addressing.

The quality of your writing matters a great deal and marks will be deducted for poor organization, grammar errors, or frequent spelling errors. To ensure correct spelling and syntax (sentence structure), do not rely much on spell checkers and grammar checkers. It can be helpful for another person to read it over. Also beneficial is to read your own work to yourself out loud. Doing this can identify confusing or incorrect expression. Please try to

avoid “casual speak” and make sure to cite others’ ideas or information that is not general knowledge.

Using Quotations and Footnotes:

In developing your arguments, you will necessarily be depending on and sometimes borrowing evidence from others. When you quote directly the words of another author, you must put those words between quotation marks (“...”) and cite the exact source of the quotation in a footnote. Try not to use a lot of quotations and avoid long ones. Quote an author when you think his or her ideas are essential in order to convey the exact meaning of what they said. If you paraphrase another author, or borrow their idea, you must also acknowledge this in a footnote. However, it is not necessarily to cite general knowledge i.e. The Second World War began in 1939, or Wayne Gretzky was born in Brantford, Ontario.

The essay must be followed with a Bibliography on a separate sheet of paper, listing all of the sources you consulted in the assignment, whether they are quoted or not. Formatting must be in *Chicago Style*. We will explore this in class; additionally, you can refer to the *Chicago Style* formatting manual, called the Camosun History Department Style Guide, which is on the History Department website. Other styles, such as APA social science format (parenthetical reference to authors in the text of the essay), will not accepted.

An Important Note on Plagiarism: All written work that you submit in History 108 must be your own original work. You must give proper credit to borrowed ideas or quotations that you use in an essay. To falsely claim authorship of someone else ideas or words is called plagiarism. It is a type of theft and will automatically result in a grade of zero at the very least. Similar penalties will be applied to any student who buys, borrows, or resubmits, a previous-completed History paper. The internet has become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind the internet sources, like everything consulted in your research, must appear in the bibliography. I reserve the right to check any assignment with plagiarism detection software. Please consult me if you are unsure about how to properly document your sources. See the Camosun Calendar 2015-6 (pp. 32-39) for full policies and penalties with regards to plagiarism, cheating, and other unacceptable student conduct.

E) Final Exam (25 percent)

There will be a two-hour final exam during the last day of class on December 13. It will be non-cumulative, meaning that it will include only material covered since the mid-term exam. Just like the mid-term, it will be closed-book and consist of short-answer and essay-type questions.

F) Class Participation (20 percent)

History is most interesting and relevant when discussed and debated. Students are welcome to ask questions and provide insightful comments during the lectures and I will engage them as time permits. The second half of most of our Tuesday classes are devoted to group discussions (called “seminar”) based on that week’s readings. You will be assigned to a seminar group. In these smaller groups, students will read the questions provided in the

course pack and, using critical thinking, debate the arguments and evidence from the articles they read and one another's interpretations on the topic. We will reconvene as a full class for the final 10 to 15 minutes. It is essential that you do the readings before the seminar; otherwise you will not be able to contribute very much and this will result in lost participation marks.

As you do the readings in preparation for class, it may help to consider certain points. What are main arguments of each article? What types of evidence are used to support these arguments? Do you find the arguments convincing? Are there any important questions or issues left unanswered by the article?

It may also help to consider the author of the article. Who does the author represent and to whom is s/he talking? Why does s/he approach the topic in this way? Does the author use a specific methodology or theoretical perspective (socialist, capitalist, feminist, etc.)? When was the article written, and does the timing affect its conclusions?

Your participation mark will be based primarily on the seminars, though involvement in the lectures is also encouraged. You will be graded on a) the frequency of your contributions to the discussion, and b) the quality of your contribution. To participate well means demonstrating that you read the assigned articles carefully; that you have identified the key points of the articles; and that you are prepared to discuss your ideas in a small-group setting.

Note: Students who miss more than two seminars will forfeit their entire participation mark.

Late Policies and Submitting Your Assignments: Assignment due dates are firm and assignment must be submitted to me in class on the due date or they will be considered late. As noted earlier, **late assignments will be penalized at five (5) percent per day to a maximum of one week**, after which they will no longer be accepted. No extensions will be considered except in cases of documented medical, psychological, or family emergency. If your paper is late because of illness or emergency, you will need a doctor's note to waive the penalty. Problems with computers, flash drives, or dogs on a paper diet will not be accepted. However, at any time please do not hesitate to see me if you're having problems with the assignments.

Lectures and Seminars

Week 1

Tuesday, Sept. 13

Introduction: Welcome to History 108

Seminar Exercise: How do You View the World?

Wednesday, Sept. 14 Lecture 1: From the Second World War to the Cold War

Week 2

Tuesday, Sept. 20

Lecture 2: The Cold War Heats Up

Seminar Readings:

In Reader Topic 1: Ian Buruma, Mike Faulkner,
and Ed Vulliamy and Helena Smith

Wednesday, Sept. 21 Lecture 3: Europe Rebuilds, America Booms

Week 3

Tuesday, Sept. 27

Lecture 4: Chinese and other Revolutions in East
Asia***Short Paper due**

Seminar:

Was the Canadian Ambassador Murdered? A Cold Case

www.canadianmysteries.ca/sites/norman/murderbyslander/in_dexen.html

(instructions will be given in class on Wed. Sept. 21)

Wednesday, Sept. 28 Lecture 5: The Korean War

Week 4

Tuesday, Oct. 4

Lecture 6: Wars and Revolution in Vietnam and Indochina

***Essay Proposal due**

Seminar Readings:

In Reader Topic 6: Lee Feigon, and Mob Gao

Wednesday, Oct. 5

Lecture 7: Entering the Age of the Refugee

Week 5

Tuesday, Oct. 11

Lecture 8: "Don't Trust Anyone over Forty": Hippies and
Counter-culture in North America and Europe

Seminar Readings:

Handout: "Rockin' Hegemony" by John Storey

+ Reader: Topic 2, Marc Richards

Wednesday, Oct. 12 Lecture 9: The Black Civil Rights Movement, Women's

Rights, and the White Ethnic Revival

Week 6

Tuesday, Oct. 18 Lecture 10: The End of Colonialism? The Collapse of European Empires and the Rise of New Nation-States

Seminar Readings:

In Reader: Topic 5: John Newsinger, Eqbal Ahmad, Fidel Castro

Wednesday, Oct. 19 Lecture 11: Africa after Colonialism

Week 7

Tuesday, Oct. 25 **MID-TERM EXAM** (in-class)

Wednesday, Oct. 26 Lecture 12: Latin America during the Cold War

Week 8

Tuesday, Nov. 1 Lecture 13: Japan Recovers from Defeat and the Asian Tigers

Seminar Readings:

In Reader: Topic 6: Maurice Meissner, John Bellamy Foster, and McChesney

Wednesday, Nov. 2 Lecture 14: China and the Return of Empire

Week 9

Tuesday, Nov. 8 Lecture 15: Black Gold: Nation-building and the Global Oil Industry

Seminar Readings: TBA

Wednesday, Nov. 9 Lecture 16—Special Topic: Steve Shares his Research with the Class

Week 10

Tuesday, Nov. 15

Lecture 17: Israel and the Middle East

Seminar Readings

In Reader: Topic 7: Report of the Anglo American...,
and Karl Sabbagh
Topic 8: John J. Mearsheimer

Wednesday, Nov. 16 Lecture 18: The Iranian Revolution and the Iraq Wars

Week 11

Tuesday, Nov. 22

Lecture 19: Global Religions during the Cold War:
Christianity and Islam

Seminar Readings:

In Reader: Topic 4: Misha Glenny
Topic 10: Doug Saunders, and Michael D.
Yates

Wednesday, Nov. 23 Lecture 20: The Collapse of the Soviet Union and its
Satellites**Week 12**

Tuesday, Nov. 29

Lecture 21: Late Capitalism and the New Global Economy

Seminar Readings:

In Reader: Topic 11: Niall Ferguson, Annie Lowery, and
Naomi Wolf

Wednesday, Nov. 30 Lecture 22: The European Union: A Great Idea, But Does
it Work?**Week 13****Note: Three Lectures this Week**

Tuesday, Dec. 6

Lecture 23: Local Wars and Peacekeeping, and Exam
Review***Research Essay due**

Seminar: Anthropocene Role Play Exercise

