



## COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

Ω Please note: the College electronically stores this outline for five (5) years only.  
 It is **strongly recommended** you keep a copy of this outline with your academic records.  
 You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

### 1. Instructor Information

(a)	Instructor:	Dr. Christian Lieb	
(b)	Office Hours:	TBA	
(c)	Location:	Mount Douglas High School	
(d)	Phone:	Alternative Phone:	
(e)	Email:	<a href="mailto:LiebC@camosun.bc.ca">LiebC@camosun.bc.ca</a>	
(f)	Website:		

### 2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

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 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) Carter V. Findley and John A. M. Rothney, Twentieth-Century World (7<sup>th</sup> Ed. Belmont, CA: Wadsworth Cengage Learning, 2011)
- (b) There are additional primary documents and journal articles assigned for discussion groups and some other class components that will be made available to students on Camosun College's D2L website for this course – you will need your C-numbers to sign in to that part.

### 4. Course Content and Schedule

(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

This Camosun course will consist of fourteen lecture days, including four discussions, a midterm in April and a final exam in June, all on Mondays from 3:30-5:50 pm.

## 5. Basis of Student Assessment (Weighting)

Please see the detailed descriptions for all of these assignments and exams below. The assignments are mandatory for this course.

☞ Discussion groups and small assignments	20 %
☞ Annotated Bibliography (March 8)	15 %
☞ Midterm Exam (April 12)	15 %
☞ Research Paper (May 10)	25 %
☞ Final Exam (June 14)	25 %

## 6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

### 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. (For these courses a final grade will be assigned to either the 3 <sup>d</sup> course attempt or at the point of course completion.)
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](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 the College web site in the Policy Section.

### ☞ Course Description:

This course will start with a survey of the new political, economic, and ideological order created after the end of the Second World War by focusing on the developing Cold War and its effects on different parts of the world. In addition, major themes will include decolonization in South-East Asia and Africa, the emergence of protest movements (i.e. civil and women's rights movements, environmentalism) in the industrialized West, Middle Eastern conflicts, and the perpetuation of underdevelopment and poverty in Africa and South America, among other regions. The lectures in the final weeks of the course will then focus on developments from the end of the Cold War to the present, including, among others, issues of food and energy security, climate change, terrorism and nuclear proliferation.

#### 1) **Discussion Groups (20% of final grade):**

Since discussion groups only work when students are well-acquainted with the assigned readings, one requirement of the seminars will be to provide a short commentary identifying the main arguments and themes of the articles and a short paragraph in which you outline the most important question(s) that the readings raised for you.

The discussion groups count for 20% of the final grade in the course. Sixty percent of this share will be earned by **being present (30%) and submitting the required short paper (30%)**. The remaining 40% are divided between the frequency of your participation and the quality of your comments – with an emphasis on the quality, displayed in your grasp of the readings. To receive a passing mark in this section of the course, you must attend the five discussion sessions and provide a commentary for each of these. (If you cannot attend one of the discussions because of illness or a family emergency, it will be your responsibility to inform the instructor as soon as possible about your absence).

**Note:** All the discussion readings are available on the Camosun D2L website or will be provided to students as paper copies (more details will be provided before each of the discussions).

#### 2) **Research Question & Annotated Bibliography (10% of final grade):**

This assignment is a preparatory step towards the later research paper. **Choose one of the primary sources available in chapters 8-19 (pages 192-502) of Tracey J. Kinney (Ed.).**

**Conflict and Cooperation: Documents on Modern Global History, (2<sup>nd</sup> Ed., Don Mills, Ont.: Oxford University Press, 2010) as a basis for your essay topic.** Two copies of the Kinney reader will be placed in the Mount Doug school library.

In the first paragraph of this assignment, identify the primary source and briefly summarize its contents before answering the following questions: What exactly does this source tell you about the topic covered? When was it written and by whom? For what purpose did the author write the text? Does the text give you a balanced picture of the topic in question, or do you detect any biases on the part of the author? This will require some background research on the author and the specific event in question.

Once you have responded to the questions above, explain in what context you are intending to use the primary source – what are you planning for your later research paper? In other words, what research question will guide your proposed paper and how will you limit the focus of this paper (keep in mind that the later research paper will be about 1,500 words in length)? If you have difficulties deciding on a primary source or a general topic, please come and talk to me.

The final part of this assignment is to provide a list of a minimum of four academic and recent secondary sources (books or articles written by historians) from the Camosun library with which you plan to write your research paper. As a rule of thumb, aim for sources that are footnoted and at least 15 pages in length (shorter works will not provide the necessary details you need to support your own argument in the later paper). Avoid the use of online sources since most of those are not peer reviewed (i.e. not academic) and are likely too short. Please list the four secondary sources you found in a bibliography using the History Department Style Guide and add a sentence or two for each source to explain how these will help answer your research question.

I will provide more detailed instructions in class before the assignment is due.

**The Annotated Bibliography is due on at the beginning of class on March 8, 2017.**

### **3) Midterm Exam (15% of final grade):**

The midterm exam will include questions on material from lectures and the textbook covered to that point in the course. It will consist of a combination of multiple choice and short essay questions. The exam will take place in our regular classroom during class time (80 minutes) on **April 12, 2017.**

### **4) Research Essay (25% of final grade):**

**The research essay will be 1,500 words in length, based on one primary source (selected for the Paper Proposal and Annotated Bibliography above) and a minimum of four secondary sources (recent academic books and articles – not counting the textbook).** The essay will have a thesis statement at the end of the first paragraph (introduction). You should

critically analyse the information used as evidence for the essay. The paper will end with a short conclusion summarizing your findings. You need to provide a bibliography on a separate page at the end of the essay, containing only the sources referenced specifically in the footnotes of the essay.

The academic standards of the history department as outlined in the Departmental Style Guide will apply – i.e. use footnotes to reference your primary and secondary sources. Please provide a separate cover page with your name and student number, the title of the essay, the name and number of the course, and the name of the instructor.

For secondary sources, please use scholarly books or articles from academic journals to support your argument (do not use encyclopaedias, like Wikipedia, or other non-academic sources). If you find additional primary sources relating to your topic, you are certainly welcome to use these for your essay, but these should be in addition to the minimum of four secondary sources. More details will be provided in class. Please be aware that taking information and ideas from other sources without referencing them is a major academic offence – please see the university's policies and penalties for plagiarism and cheating and make sure that you understand the use of footnotes.

**Essay is due at the beginning of class on May 10, 2017.**

## **5) Final Exam (25% of final grade):**

In the final exam you will be asked to identify and discuss the contexts of major themes covered in the lectures and discussion groups. Therefore, the most effective way to prepare for the exam is to attend all discussion groups and lectures as well as to read the assigned chapters in the textbook and the discussion readings. In this exam, you will be asked to respond to questions in an essay format. I will give more details towards the end of the course.

**The Final Exam will take place on June 14, 2017.**

### **Final Mark:**

☞ Discussion groups and small assignments	20 %
☞ Annotated Bibliography (March 8)	15 %
☞ Midterm Exam (April 12)	15 %
☞ Research Paper (May 10)	25 %
☞ Final Exam (June 14)	25 %

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☞ The date and title for each lecture is not cast in stone, but provides a guideline for the sequence of topics!

## **Course Outline:**

**Week 1, Jan. 30-Feb. 5:**

**Feb. 1: Lecture #1: Introduction to Camosun College Hist. 108.**


Week 2, Feb. 6-12:

Feb. 8: Lecture #2: The new Global Postwar Order, 1945-1948.

 Findley / Rothney, p. 227-232.


Week 3,  **Reading Break at Camosun** (Feb. 13-19)


Week 4, Feb. 20-26:

Feb.22: Lecture #3: Cold War from Berlin the Berlin Blockade to the Cuban Missile Crisis, 1948-1962.  Findley / Rothney, p. 235-252.


Week 5, Feb. 27-March 5:

March 1: Lecture #4: Academic Research Seminar

 **Discussion #1:** Origins and Implications of the Cold War.

 The Sinews of Peace, Winston Churchill speech, March 5, 1946

[http://www.nato.int/docu/speech/1946/s460305a\\_e.htm](http://www.nato.int/docu/speech/1946/s460305a_e.htm).

 Robert Frazier, "Kennan, 'Universalism,' and the Truman Doctrine," in: *Journal of Cold War Studies* 11, no. 2 (Spring 2009), p. 3-34.


Week 6, March 6-12:

March 8: Lecture #5: U.S. and Soviet Interventions in their Spheres of Influence, 1954-1968.  Findley / Rothney, p. 301-329.

 **Annotated Bibliography is due on at the beginning of class**

Week 7, March 13-19:

March 15: Lecture #6: The end of European colonial empires and their legacies.  Findley / Rothney, p. 331-345.


 **Discussion #2:** Anti-Colonial Movements and Independence.

 Tracey J. Kinney, *Conflict and Cooperation*, Chapter 11, p. 269-290.

Week 8 and 9, March 17-April 2: **Spring Break at Mt. Doug – no classes**

Week 10, April 3-9:

April 5: Lecture #7: China and Japan after 1945

 Findley / Rothney, p. 389-414 and 438-445.

Week 11, April 10-16:

April 12:  **MIDTERM EXAM**

Lecture #8: How to write a research paper

Week 12, April 17-23:

April 19: **Research Week** – use the free time to work on the research paper.


Week 13, April 24-30:

April 26: **Lecture #9:** Middle Eastern Conflicts, 1947-1973.


 Findley / Rothney, p. 359-386.

Week 14, May 1-7:


May 3: **Lecture #10:** U.S. Containment and Vietnam.

 Findley / Rothney, p. 252-260

 **Discussion #3:** American Involvement in Vietnam.


 President Johnson's Address at Johns Hopkins University: "Peace without conquest", April 7, 1965

<http://www.lbjlib.utexas.edu/johnson/archives.hom/speeches.hom/650407.asp>

 Dror Yuravlivker, "Peace without Conquest": Lyndon Johnson's Speech of April 7, 1965," in: *Presidential Studies Quarterly* 36, no. 3 (September 2006), p. 457-481.

Week 15, May 8-14:

May 10: **Lecture #11:** Africa after independence, 1960-2000

 Findley / Rothney, p. 345-357.


 **Research Essay due at beginning of class**

Week 16, May 15-21:


May 17: **Lecture #12:** Civil Rights, Environmentalism and Feminism.

 Findley / Rothney, p. 260-267.

 **Discussion #4:** Ideological Change in Western Society.

 Tracey J. Kinney, *Conflict and Cooperation*, Chapter 16, p. 387-409.

Week 17, May 22-28:

May 24: **Lecture #13:** Superpower relations and the end of the Cold War, 1970-1990.  Findley / Rothney, p. 269-296.

Week 18, May 29-June 4:

May 31: **Lecture #14:** European Integration: European Economic Community to Currency Union.

 Findley / Rothney, p. 417-438.

Week 19, June 5-11:

June 7: Exam preparation

Week 20, June 12-18:  
June 14: **Final Exam** (2 hrs)

**End of Term!**

*☞ Note: Late papers will be subject to a grade reduction of 5%  
per day, so please start early!!!*