



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-108-001
New World Order?: Post 1945
Summer 2018

COURSE OUTLINE

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Stephen Fielding Ph.D.
(b) Office hours	<u>Tuesdays 1pm – 3pm or by appointment</u>
(c) Location	Young 320
(d) Phone	250-370-3390 Alternative: _____
(e) E-mail	<u>FieldingS@camosun.bc.ca</u>
(f) Website	<u>http://camosun.ca/learn/school/arts-science/bios/Fielding-Stephen.html</u>

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 recently finished my Ph.D. at the University of Victoria.

I have taught History at four colleges and universities and published research on a wide range of topics, including immigration, multiculturalism, sport, gender, religion, and ethnic food. My wife is from Italy (I won the lottery) and we are parents of a seven-year- old girl and ~~small dictator~~ toddler boy. I am looking forward to exploring World History together this semester.

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.

Upon completion of the course the student will 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) Textbook:

Goff, Richard et al. *The Twentieth Century and Beyond: A Global History*. 7th ed. Toronto: McGraw-Hill Education, 2007.

*Seminar Readings are on D2L

4. Course Content and Schedule

Classes will consist of lectures and seminars. Seminars are essentially discussion groups. In preparation for each class, students will be required to read History articles or explore other academic research websites on D2L. You will discuss this material with your peers in the seminars.

Pre-requisite: C+ in English 12 or assessment. This course is a 3-credit course. Your final grade will be a letter grade. In this fast-paced 7-week Summer course, each History 108 class will feature 2 hours of lectures and 50 minutes of seminar discussion. History is fascinating to study, but it is also reading intensive. Because we are moving twice as fast as a regular semester, I recommend devoting 8 hours per week of class preparation time.

Lectures: Mondays and Wednesdays 11:30 – 1:20 Seminars:
Mondays and Wednesdays 1:30 – 2:20 Room: Young 227

Important Dates at a Glance:

Wednesday July 4	First Class and Seminar
Wednesday July 18	Research Paper Proposal Due
Wednesday July 25	In-class Mid-term Exam
Wednesday August 15	Research Paper Due
Monday August 20	Last Class and Seminar
Between August 21 and 23	Final Exam TBA

Lectures and Seminars

Week 1

Wednesday July 4 Welcome to History 108

Lecture 1: From the Second World War to the Cold War Seminar:
Context is Everything, or at Least Pretty Close Weekly

Readings: Ch. 20 to p. 317

Week 2

Monday July 9 Lecture 2: The Cold War Heats Up

Lecture 3: Europe Rebuilds, America Booms

Seminar:
A Cold (War) Case: Was the Canadian Ambassador Murdered?
Primary Sources Exercise and Debate (Instructions
provided on D2L)

Wednesday July 11 Lecture 4: The Chinese Revolution and Reign of Mao
Zedong

Lecture 5: The Korean War and Japan's Recovery

Seminar:
The Chinese Cultural Revolution: Mao's Greatest Triumph or Tragedy?

Weekly Readings: Ch. 20 p. 318-323. Ch. 21 p. 326-328.
Ch. 22 p. 344-354, 362-367, Ch. 26 p. 410-12.

Week 3

Monday July 16

Lecture 6: Wars and Revolution in Vietnam and Indochina

Lecture 7: The Civil Rights Movements in North America and Europe.
And what Rocky Balboa can tell us about
the White Ethnic Revival

Seminar:
Did the Hippies Really Stick it to "The Man"? Capitalism and
Counter-Culture

Wednesday July 18

RESEARCH PROPOSAL DUE

Lecture 8: "Don't Trust Anyone over Forty": Hippies and Counter-culture
in North America and Europe, Part 1

Lecture 9: "Don't Trust Anyone over Forty": Hippies and Counter-
culture in North America and Europe, Part 2

Seminar:
World on the Move: Major Trends in Postwar Global Migration

Weekly Readings: Ch. 21 p. 328-32, Ch. 28 p. 444-450.

Week 4

Monday July 23

Lecture 10: The End of Colonialism? The Collapse of
European Empires and the Rise of New Nation-States in Africa
and Asia

Lecture 11: Steve's Research.
Immigration, Sports, and the Grassroots Making of Canadian
Multiculturalism

Seminar:
Rethinking the Colonizers, Race and Racism in the
Postcolonial World

Wednesday July 25

2 1/2 HOUR IN-CLASS MIDTERM EXAM

Weekly Readings: Ch. 23. Ch. 28 p. 450-461.

Week 5

Monday July 30

Lecture 12: Black Gold: Nation-building and the Global Oil Industry

Lecture 13: Israel, Egypt, and the Middle East

Seminar:
From Holocaust to Homeland: Modern Israel's Troubled Origins

Wednesday August 1

Lecture 14: The Iranian Revolution and the Iraq Wars

Film: *Decadence and Downfall: The Shah of Iran's Ultimate Party* (BBC)

Seminar:
America, Oil, and War in the Middle East

Weekly Readings: Ch. 24 and Ch. 25; Ch. 34 p. 567-9.

Week 6

Monday August 6

British Columbia Day – No Class

Wednesday August 8

Lecture 15: Latin America during the Cold War

Lecture 16: The Collapse of the Soviet Union and its Satellites

Seminar:
Failed Eastern Promises: The Fall of Communism in the USSR and Europe

Weekly Readings: Ch. 21 p. 332-340, Ch. 26 p. 414-425 (except Western Europe section on p. 421-2), Ch. 27 434-441, Ch. 31.

Week 7

Monday August 13

Lecture 17: China Returns to Empire and the Asian Tigers
Lecture 18: Late Capitalism and the New Global Economy

Seminar:
Growing Inequality in the Neoliberal Age

Wednesday August 15

RESEARCH PAPER DUE

Lecture 19: The European Union: A Great Idea, But Does it Work?

Lecture 20: Global Religious Change during the Cold War Period:
Christianity, Islam, and New Age.

Seminar:
What is Progress? Reconsidering Human Achievement. A Historical Role
Play Exercise

Weekly Readings: Ch. 26 p. 412-414, 421-2, Ch. 34 p. 559-
561. Ch. 29.

Week 8

Monday August 20

Lecture 21: Terrorism, Genocide and Peacekeeping in the
Post-Cold War World Lecture

22: Final Exam Review

Seminar: Welcome to the Anthropocene Era.

Weekly Readings: Ch. 33 p. 540-1, 547-50, Ch. 34 p. 571-2.

FINAL EXAM DATE TBA (BETWEEN AUGUST 21-23)

5. Basis of Student Assessment (Weighting)

As with most History courses, all course assignments are compulsory. All of the assignments are discussed in greater more detail below. This is how they will be weighted:

Research Paper Proposal – 5%

Research Paper – 25%

Mid-Term Exam – 25%

Final Exam – 25%

Seminar Participation – 20%

Key instructions for all assignments (Please note!)

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 receive a grade of zero.

A) Essay Proposal (5 percent)

Due: Wednesday July 18

The paper proposal is the first important step in developing your own research project. It helps you to commit to a topic, explore what historians have written about it, and begin to map out the approach you will take in the research paper. Going forward, the proposal will save you time and stress.

Every good history proposal or paper identifies and seeks to answer a historical question or problem. In other words, the assignment will not try to provide a narrative of details or events that happened, but rather unpack the past to address the more important issues of *why* and *how*.

Generally speaking.

- a) It poses a question and explains why it's historically important. At this early stage, you might already have a thesis statement, but this is not required in the proposal.
- b) It shows what you know so far based on the articles or books you've selected. Ideally, look for different viewpoints and consider which of them are strong, weak, competing, biased or controversial. Think also about whether historians' views have changed over time.
- c) It creates a provisional map for how you might structure your essay going forward. How will you try to answer the main historical question and how will the article and/or books you've selected be consulted, debated, adopted, or questioned?

Your finished paper will expectedly be different than the proposal. Your arguments and methodology will evolve 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.

The proposal must contain:

- 500 words (2 pages in length)
- A title page
- A bibliography on separate sheet of paper, with citations in *Chicago Style* formatting

The number of sources required for the proposal:

1. A minimum of **five (5) academic articles** (by a historian writing for an academic press, usually 15-30 pages long). If you're not sure, please check with me. Alternatively, a book can count as two articles
2. **A full-feature film** dedicated to the same historical topic. Eg. *Doctor Zhivago*, *Apocalypse Now*

*Note that your sources are not to be a website, online encyclopedia, material with no author's name attached, or the textbook.

I will provide an extensive list of possible research essay questions, but you are welcome to create your own. In light of the limited library resources, only two (2) students at maximum are permitted to do a particular question. In all cases, please see to confirm your choice.

B) Mid-term Exam (25 percent)

Wednesday July 25

There will be a three-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.

C) Research Paper (25 percent)

Due: Wednesday August 15

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 Wednesday August 15**.

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.

It must contain:

1. A clear **introduction** that 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

Things to think about:

Considering Viewpoints

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.

Quality of Writing

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 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. Note, however, that 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 latter should probably appear on the Canadian citizenship test.

Bibliography:

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 MLA or APA social science formatting (parenthetical reference to authors in the text of the essay), will not be accepted.

Grading Criteria:

The research paper will be evaluated according to three criteria:

1. Referencing your sources with footnotes and bibliography (10%)
2. Writing style and organization (30%)
3. 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 re-summarizes your arguments and the evidence you used to support it. You might want to allude to what is still unknown about the subject.

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's 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.

D) Final Exam (25 percent)

There will be a 3-hour final exam between August 21 and 23. It will be non-cumulative, meaning that it will include only material covered since the mid-term. And just like the mid-term, it will be closed-book and consist of short-answer and essay-type questions.

E) 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.

Seminars

The final fifty minutes of each class is devoted to group discussions (called “seminars”) based on that day’s readings. In these smaller groups, students will read the questions provided on D2L and, using critical thinking, debate the arguments and evidence from the articles they read and consider one another’s interpretations.

Your participation mark will be based primarily on the seminars. During each seminar class, you will be graded on three levels:

- a) Attendance
- b) Contributions to seminar discussions
- c) Quality of these contributions

***It is essential that you do the readings before the seminar.** 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. Otherwise you will not be able to contribute very much and this will result in lost participation marks.

What to consider as you prepare for seminars:

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 s/he demonstrate inherent bias or persuasion? 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?

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.

6. Grading System

A GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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 to Assist Students to Succeed Throughout the Course

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.