



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-108-RH02
New World Order?: Post 1945
January 31 – June 6, 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	Dr. Jenny Clayton
(b) Office hours	TBA
(c) Location	Mount Douglas Secondary School
(e) E-mail	claytonj@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.

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) Carter V. Findley and John A. M. Rothney, *Twentieth-Century World* (7th Ed. Belmont, CA: Wadsworth Cengage Learning, 2011)
- b) Primary documents and journal articles available on Camosun College's D2L website – you will need your C-numbers to sign in. Occasionally, handouts will be provided in class.
- c) Camosun College Department of Humanities History Style Guide on D2L site and at <http://camosun.ca/learn/subjects/history/style-guide.pdf>

4. Course Schedule

Class Times and location:

Lectures and Seminars Wednesday 3:30-5:50 pm at Mount Douglas Secondary School

5. Basis of Student Assessment (Weighting)

Participation	20 %
Midterm Exam (March 14)	15 %
Essay Proposal (April 11)	10 %
Research Essay (May 23)	25 %
Final Exam (June 6)	30 %

Weekly Seminar Participation (20%)

Seminar discussions will take place in the last hour of most of our classes. Readings are available on D2L. *****Students who miss more than three seminars will forfeit their entire seminar mark***** The grade for seminar participation is based on the quality of student participation (15%), and submitting 1-2 pages of notes on each article or set of primary sources as evidence of your attendance (5%). A very good grade may be earned by making regular contributions to discussions that demonstrate a thoughtful understanding of the material, and by participating in the conversation in such a way that engages with and invites contributions from other students.

Written component: To prepare for discussions, please write 1-2 pages of notes on each article that we read. These notes will not be graded, but they will assist in determining the quality of your participation. These notes will also be useful when preparing for exams.

In your notes, please include:

-your name and the date

-the author's name and title of the article

For secondary sources: thesis or main argument, notes on the content (this section should contain the most detail), your reflections on the strengths and weaknesses of the article, and a brief summary of the types of primary sources used

For primary sources: main purpose of the document, notes on the content, your reflections on potential bias (way the document is shaped to achieve the purpose)

*Please bring two questions or points to discuss

Research Assignment

The purpose of this assignment is to research and write an essay on a specific topic in Global History after 1945 that interests you. Choose your essay topic from the list I will provide. Alternative suggestions for research topics are welcome – please consult with me first to confirm and secure my permission in writing. Some topics will be quite general and need to be narrowed down.

The research essay will be based on a minimum of **four recent academic secondary sources**. Although your textbook is an excellent starting point, it is not included in the 4 secondary sources, and neither are websites, although if you choose to consult them, they must be referenced.

Academic sources:

- Books or articles written by historians
- Books published by a university press, articles published in academic journals
- Articles should be at least 15 pages long
- Must have footnotes, or otherwise reference all evidence to specific sources
- Should be published after 1990
- For articles, try searching in these databases: Academic Search Complete and Historical Abstracts

For more information on researching and writing, see the History Style Guide.

Additional information on the essay proposal and research essay will be provided in class.

Part 1: Essay Proposal (10%)

Length: 2 pages

Due: Wednesday April 11, 2018

1) This assignment is a preparatory step towards the research paper. **Choose a topic from the list I will provide.** In one or two paragraphs, explain your plan for your research paper (this will be informed by the sources you have found). At the end of this section, state the research question that will guide your proposed paper.

2) The second part of this assignment is to provide a list of **a minimum of four recent academic secondary sources** (see criteria above) with which you plan to write your research paper. Please list these sources in a bibliography following the format in the *History Style Guide* and **add two sentences for each source to explain how these will help answer your research question.**

The first assignment will be marked on the feasibility of the research question in relation to your proposed secondary sources, and the quality and suitability of these sources. Is your question narrow enough to be examined in some depth in a paper of 7-8 pages, and will the sources you provide be adequate to answer your question in some detail? In addition, the assignment should be well written, organized and use the correct formatting for a bibliography. For a workable proposal, make sure you have a good understanding of the content of your proposed secondary sources.

Part 2: Research Essay (25%)

Length: 1750-2000 words (7-8 pages in Times New Roman 12 pt double-spaced)

Due: Wednesday May 23, 2018 (a draft may be submitted for feedback by May 9)

This assignment involves writing a research essay based on the sources that you have collected and the question that you have posed in your essay proposal. Please take a look at my comments, as additional research or a modification of your research question may be necessary. If you have any questions about the comments, how to do further research, or the writing process, please meet with me to discuss. You may find that the question evolves as you learn more about your topic through the sources you have found.

Like the essay proposal, the research essay should be based on a minimum of **four recent academic secondary sources**. The essay must have a title, footnotes and a bibliography. The paper should begin with a paragraph introducing the reader to the topic, and this paragraph will end with your thesis statement, or main argument. The thesis statement will be the answer to your research question, and the main body of the essay will develop and support the thesis. The essay should be well-written, logically organized, and show how you have thought about this topic based on the evidence you have found. The analysis should be supported by convincing specific evidence from your sources. The essay will end with a conclusion summarizing your main points.

Evaluation:

The research essay will be marked based on the following criteria:

- **Critical analysis.** Original and independent thought. What do you think about the material you have found? Why did you make the argument that you did? Which sources are more convincing and why? How are your sources biased? A well-balanced essay will include information that may disagree with your thesis as long as you explain why you are more convinced by one source than by another. An original and creative essay will provide a new interpretation that might change my mind or the way I teach this course.
- **Clear argument and organization.** State your thesis in the introduction and develop it in a well-organized paper. The thesis statement is an answer to the essay question. Based on the research you have done, take a point of view and defend it. The information you present should be logically organized and support your thesis statement. Beginning each paragraph with a topic sentence that is connected to the argument helps to guide the reader.
- **Strong evidence.** Is the paper based on adequate evidence from relevant sources? Is the evidence sufficient to convincingly support the thesis? Is the evidence critically examined? How well does your paper integrate and engage with the sources?
- **Footnotes and bibliography.** All evidence that is not common knowledge should be referenced using correct footnote style. Use footnotes when you are quoting another person and even when you are paraphrasing another person's ideas or findings in your own words. Students must use and follow the Chicago Style for history – please see the History Style Guide posted on D2L. Students uncertain about referencing should consult the instructor before handing in the assignment.
- **Writing style.** The essay should be well written, have no spelling errors, and be grammatically correct. It should also be interesting to read. Avoid long block quotes – it is better to summarize and put information in your own words. Writing several drafts, having a friend or family member read your work, and reading your work aloud all help improve the quality of your writing.

Information about the midterm and final examination will be provided in class.

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

Learning Support and Services for Students – provided free to Camosun students
Counselling Centre: <http://camosun.ca/services/counselling/>
Disability Resource Centre: <http://camosun.ca/services/drc/>
Learning Skills: <http://camosun.ca/services/learning-skills/index.html>
Writing Centre: <http://camosun.ca/services/writing-centre/>
College Ombudsman: <http://camosun.ca/about/ombudsman/>

Student Conduct Policy – it is the student's responsibility to become familiar with this policy.
<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf>

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.

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

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

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.

A Note on Plagiarism: Plagiarism will result in a failing grade on the assignment and may result in a failing grade for the course and/or further disciplinary action by the College. Please see the Student Conduct Policy. What is plagiarism?

1. The use of another person's words (sentences/phrases/paragraphs) without including quotation marks and footnotes. This applies to any written work published in book, text, or magazine form, or anything located on the Internet. In other words, it is plagiarism if someone copies and pastes work from the Internet and presents that work as his/her own.
2. Paraphrasing any author's words or ideas without using a footnote to cite the source.
3. Copying another student's work, either on assignments or exams.

CLASS SCHEDULE

Jan 31	Introduction to Camosun College Hist 108
Feb 7	Lecture: The New Global Postwar Order, 1945-1948 Textbook: Findley/Rothney, <i>Twentieth-Century World</i> , 227-232. Readings: <ul style="list-style-type: none">• The Sinews of Peace, Winston Churchill speech, March 5, 1946 http://www.nato.int/docu/speech/1946/s460305a_e.htm• Joseph Stalin: Reply to Churchill, 1946 https://sourcebooks.fordham.edu/mod/1946stalin.html
Feb 14	Lecture: Cold War from the Berlin Blockade to the Death of Stalin, 1948-1953 Textbook: Findley/Rothney, 235-252, for Feb 14 and Feb 21.
Feb 21	Lecture: Cold War from 1953 to the Cuban Missile Crisis Reading: <ul style="list-style-type: none">• Cavell, Janice. "Suez and After: Canada and British Policy in the Middle East, 1956-1960." <i>Journal of the Canadian Historical Association</i> 2007 vol. 18 no. 1, 157-178.
Feb 28	Lecture: US and Soviet Interventions in their Spheres of Interest, 1954-1968. Textbook: Findley/Rothney, 301-329. Reading: <ul style="list-style-type: none">• Parks, Jenifer. "'Nothing But Trouble:' The Soviet Union's Push to 'Democratise' International Sports During the Cold War, 1959-1962." <i>International Journal of the History of Sport</i> August 2013, no. 30, 1554-1567.
Mar 7	Lecture: The end of European colonial empires Textbook: Findley/Rothney, 331-345. Reading: <ul style="list-style-type: none">• Kinney, <i>Conflict and Cooperation</i>, Chapter 11, 269-290.
Mar 14	Midterm Exam
Mar 21	Spring Break
Mar 28	Spring Break
Apr 4	Lecture: Middle Eastern Conflicts, 1947-1973 Textbook: Findley/Rothney, 359-386. Workshop: Academic Research Seminar
Apr 11	**Essay Proposal due** Lecture: China and Japan after 1945 Textbook: Findley/Rothney, 389-414 and 438-445. Reading: To be announced

- Apr 18 **Lecture:** US Containment and Vietnam
Textbook: Findley/Rothney, 252-260.
Readings:
- 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," *Presidential Studies Quarterly* 36, no. 3 (September 2006), 457-481.
- Apr 25 **Lecture:** Civil Rights and Feminism
Textbook: Findley/Rothney, 260-267.
Workshop: Writing a Research Essay
- May 2 **Lecture:** Environmental Movement
Reading:
- Kinney, *Conflict and Cooperation*, chapter 16, 387-409.
- May 9 ****Draft of Research Essay may be submitted for feedback****
Lecture: Africa after Independence, 1960-2000
Textbook: Findley/Rothney, 345-357.
Reading:
- Trevor Noah, *Born a Crime: Stories from a South African Childhood* (Toronto: Doubleday Canada, 2016), pages TBA.
- May 16 **Lecture:** Superpower Relations at the End of the Cold War
Textbook: Findley/Rothney, 269-296.
Reading:
- Slavenka Drakulić, *How We Survived Communism and Even Laughed*. New York: W.W. Norton, 1992, pages TBA.
- May 23 ****Research Essay Due****
Lecture: Global Challenges in the New Millennium
Reading: Findley/Rothney chapters 17-18, pages TBA.
- Colin Powell's speech to the United Nations, February 2003
 - Patrick Conway, "Red Team: How the Neoconservatives Helped Cause the Iraq Intelligence Failure," *Intelligence and National Security* vol. 27, no. 4, August 2012, 488-512.
- May 30 Review for the Final Exam
- June 6 ****Final Exam****