



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-108-001
New World Order?: Post 1945
Summer 2019

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. Christian Lieb		
(b) Office hours	Tuesdays 12:30 – 1:30 and Thursdays 8:30 – 9:30		
(c) Location	Lansdowne Y323		
(d) Phone	250-370-3363	Alternative:	
(e) E-mail	liebc@camosun.bc.ca		
(f) Website	http://camosun.ca/learn/programs/history/		

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) Tracey J. Kinney (Ed.), *Conflict and Cooperation: Documents on Modern Global History*, (4th Ed. Don Mills, Ont.: Oxford University Press, 2018) – available in the Camosun bookstore
- (b) There are additional journal articles assigned for some discussion groups and the Article Analysis assignment that will be 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

Classes: Tuesdays and Thursdays from July 2-August 19, 2019
Lectures: 9:30-11:30 in Y-201
Seminars: 11:30-12:30 in Y-201

☞ **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, July 1-7:

July 2: Lecture #1: Course business and introduction.

Lecture #2: Recap of the world to 1945.

July 4: Lecture #3: From Yalta to Nuremberg, 1945-1946.

Lecture #4: The new Global Postwar Order, 1945-1948.

📖 Discussion #1: A New World Order?

📖 Kinney, *Conflict and Cooperation*, Ch. 8, p. 180-204.

Week 2, July 8-14:

☞ **Map Quiz #1 (Europe) due at beginning of class**

July 9: Lecture #5: Cold War from Berlin to Suez, 1948-1956.

Lecture #6: 2nd Berlin Crisis and Cuban Missile Crisis, 1958-1962.

📖 Discussion #2: 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.

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

📖 Kinney, *Conflict and Cooperation*, Ch. 9, p. 211-217.

July 11: Lecture #7: American and Soviet Interventions in their Spheres of Influence – Cases in Latin America and Eastern Europe.

Lecture #8: End of European Colonial Empires

📖 Discussion #3: Anti-Colonial Movements and Independence.

📖 Tracey J. Kinney, *Conflict and Cooperation*, Chapter 11, p. 262-286.

Week 3, July 15-21:

☞ **Map Quiz #2 (Asia) due at beginning of class**

July 16: Lecture #9: Civil War, Cultural Revolution, and the Modernization of China after the Second World War.

Lecture #10: Japan's Rise as an Economic Power after 1945.

📖 Discussion #4: China and Japan: The Re-emergence of Asian Power

📖 Kinney, *Conflict and Cooperation*, Ch. 10, p. 233-259.

July 18: Lecture #11: Vietnam Wars, 1946-1973.

Lecture #12: Military Conflicts in Afghanistan and Angola.

📖 Young and Kent, *International Relations*, p. 233-252 and 345-351.

🗨️ Discussion #5: 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 4, July 22-28:

July 23: 🗨️ **MIDTERM EXAM**

July 25: Lecture #13: Arab-Israeli Conflicts, 1948-2000.

Lecture #14: Persian Gulf, 1946-2000.

🗨️ Discussion #6: The Post-War Era in the Middle East

📖 Kinney, *Conflict and Cooperation*, Ch. 8, p. 288-311.

Week 5, July 29-August 4:

July 30: Lecture #15: Civil Rights Movements

Lecture #16: Feminism, Youth Revolts and Environmentalism.

🗨️ Discussion #7: Ideological Change in Western Society.

📖 Tracey J. Kinney, *Conflict and Cooperation*, Chapter 14, p. 344-372.

🗨️ **Map Quiz #3 (Africa) due at beginning of class**

August 1: Lecture #17: Africa after Independence, 1960-1990.

Lecture #18: The Burden of Underdevelopment: Poverty, Disease and Hunger in Sub-Saharan Africa.

🗨️ Discussion #8: Post-Colonial Legacies.

📖 Tracey J. Kinney, *Conflict and Cooperation*, Chapter 13, p. 314-342.

Week 6, August 5-11:

August 6: Lecture #19: Superpower Relations and the End of the Cold War, 1970-1990.

Lecture #20: Disintegration of Eastern European States: Soviet Union and Yugoslavia.

🗨️ Discussion #9: Beyond the Cold War.

📖 Tracey J. Kinney, *Conflict and Cooperation*, Chapter 17, p. 427-453.

August 8: Lecture #21: European Integration: European Economic Community to Currency Union.

Lecture #22: Arms Control, Terrorism and Globalization.

🗨️ Discussion #10: War in Iraq

📖 Colin Powell's speech to the United Nations, 5 February 2003, arguing for action on Iraq. <http://www.guardian.co.uk/world/2003/feb/05/iraq.usa>.

📖 Patrick Conway, "Red Team: How the Neoconservatives Helped Cause the Iraq Intelligence Failure," in: *Intelligence and National Security* 27, no. 4 (August 2012), p. 488-512.

Week 7, August 12-18:

August 13: Lecture #23: Food, Energy and Climate.

🗨️ Discussion #11: One World-One People.

📖 Tracey J. Kinney, *Conflict and Cooperation*, Chapter 16, p. 400-425.

August 15: Lecture #24: Summary of course and exam preparation.

Week 8, August 19-25

August 20-21: Final Exam Period

End of Term!

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

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.

☞ 3 Map Quizzes	3x5%
☞ Journal Article Analysis	15 %
☞ Discussion groups and small assignments	20 %
☞ Midterm Exam	20 %
☞ Final Exam	30 %

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. **A student who misses more than three discussions will receive a “0” for the discussion component of the course – this is a department policy** (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 and provide documentation).

Note: All the discussion readings are either available in the “Conflict and Cooperation” primary source reader, or on the Camosun D2L website.

2) Map Quizzes (each map quiz is worth 5% of the final grade):

There are three Map Quizzes assigned for this class (you need to fill out all three of these). You will find the map templates and the list of countries and additional questions on D2L. The quizzes should be done at home based on internet research to fill in the countries and other features required in the questions. The maps are due on the following days:

Map Quiz #1: Europe, due July 9, 2019

Map Quiz #2: Asia, due July 16, 2019

Map Quiz #3: Africa, August 1, 2019

3) Journal Article Analysis (15% of final grade):

📖 Robert Frazier, “Kennan, ‘Universalism,’ and the Truman Doctrine,” in: *Journal of Cold War Studies* 11, no. 2 (Spring 2009), p. 3-34. => due July 9, 2019

📖 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. => due July 18, 2019, OR

📖 Patrick Conway, “Red Team: How the Neoconservatives Helped Cause the Iraq Intelligence Failure,” in: *Intelligence and National Security* 27, no. 4 (August 2012), p. 488-512. => due August 8, 2019

This assignment is designed to guide students through an academic journal article by identifying clearly what the author is arguing (i.e. the thesis statement), how the author is supporting the argument (i.e. the evidence), and what conclusions the article draws based on the evidence and interpretations presented.

The assignment also requires proper academic footnoting with exact page numbers providing the source of the information in the text. All of these are preparatory steps for future History discussions and papers.

As the first step, please pick **one of the three articles above**. Be aware that they all have different due dates based on the timing of the corresponding in-class discussion on the topics. This gives you some flexibility to decide when to get this assignment done – either early in the course, nearer to the middle, or near the end. The deadlines for these three options are firm, so make sure to submit an analysis of the Frazier article, for example, on July 9 and not on the other dates.

In your first paragraph, please provide the historical context for the paper. Since many academic journal articles are written for an audience that already has specific knowledge in the field, you will need to find a book that will provide you with the necessary background information. There are several world history textbooks on reserve in the library that can be used as reference points, or you can find your own books on the topic on the library shelves or in the e-book catalogue. Make sure to properly footnote the information you take from such books (please see the History Department Style Guide on D2L for correct formatting).

In the next paragraph, clearly identify the thesis statement of the article – what exactly is the author arguing here? After that, provide a detailed summary of the evidence (the specific facts) the article uses to support the argument. Looking at the footnotes in the article, what type of sources (primary and secondary) did the author use to find that evidence? What did you think were the strengths and weaknesses of those sources? Did the evidence fully support the argument, or do you see points where the author speculates about either the cause and result of events, or the way facts are interpreted? In short, do you find the argument fully convincing? If so, explain why you find the argument convincing, or if you are unsure, or disagree with the interpretation, also explain why. Keep in mind, though, that all three articles have been reviewed by other experts in the field before publication, so the facts will be correct – the disagreements would be at most in the interpretations of what the facts tell us, and in the selection of evidence. All the details included from the article also need to be properly footnoted.

Overall, the assignment will be about 1,000 words in length. It should provide footnotes to both of the sources (textbook and article) following the format outlined in the History Department Style Guide on D2L. The paper will also have a formal cover page and a bibliography that lists the article and the book you used (an example bibliography is available in the History Department Style Guide). More information will be provided in class on the second day.

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.

The Journal Article Analysis is due at the beginning of class on the date indicated in the list of articles above.

4) Midterm Exam (20% of final grade):

The midterm exam will include questions on material from lectures and the textbook covered to that point in the course. 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 primary source reader and the discussion readings. The midterm will consist of a combination of multiple choice and essay questions. The exam will take place in our regular classroom during class time (120 minutes) on **July 23, 2019**.

5) Final Exam (30% of final grade):

The final exam you will be identical in structure to the midterm exam but covering the second half of the course. Similar to the midterm, the best way to prepare is to attend all the lectures and discussions and keep up with the assigned readings.

The Final Exam will take place either on August 20 or 21 (Final Exam Period).

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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.

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
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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.