



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-108-001
New World Order?: Post 1945
Fall 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	Monday and Wednesday 12:30-1:30 and 2:30-3:30 & Tuesday 4:30-6:00
(c) Location	Young 323 (Lansdowne)
(d) Phone	250-370-3363
(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

Lectures: Monday 10:30-12:20 pm in Y-317

Seminar A: Wednesday 10:30-11:20 in Y-317

Seminar B: Wednesday 11:30-12:20 in Y-317

Class Schedule:

Note: This schedule is subject to minor changes – the instructor will discuss any changes at the beginning of each class. The Course Readings List is included in this course outline.

Week 1 (Sept. 2-8)

Wed. Sept. 4: Introduction and course business

Week 2 (Sept. 9-15)

Mon. Sept. 9: **LECTURE:** Creating a New Order after World War II

Wed. Sept. 11: **SEMINAR:** A New World Order?

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

Week 3 (Sept. 16-22)

Mon. Sept. 16: **LECTURE:** Beginnings of the Cold War, 1947-1955

Wed. Sept. 18: **SEMINAR:** 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.

Week 4 (Sept. 23-29)

Mon. Sept. 23: **LECTURE:** End of European Colonial Empires

Wed. Sept. 25: **SEMINAR:** **Library Research Workshop** (in the library computer room)

Week 5 (Sept. 30-Oct. 6)

Mon. Sept. 30: **LECTURE:** The Height of the Cold War, 1958-1973

Wed. Oct. 2: **SEMINAR:** 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 6 (Oct. 7-13)

Mon. Oct. 7: **LECTURE:** Postwar Developments in China and Japan

📄 **Paper Proposal and Annotated Bibliography due at beginning of class**

Wed. Oct. 9: **SEMINAR:** China and Japan: The Re-emergence of Asian Power

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

Week 7 (Oct. 14-20)

Mon. Oct. 14: Thanksgiving Monday – no classes

Wed. Oct. 16: SEMINAR: Anti-Colonial Movements and Independence.

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

Week 8 (Oct. 21-27)

Mon. Oct. 21: MIDTERM EXAM, 1 hour, 50 minutes

Wed. Oct. 23: Seminar: How to Write a Research Paper

Week 9 (Oct. 28-Nov. 3)

Mon. Oct. 28: LECTURE: Middle Eastern Conflicts, 1948-2000

Wed. Oct. 30: SEMINAR: The Post-War Era in the Middle East

📖 Kinney, *Conflict and Cooperation*, Ch. 12, p. 288-311.

Week 10 (Nov. 4-10)

Mon. Nov. 4: LECTURE: Civil Rights Movement and Youth Revolts

Wed. Nov. 6: SEMINAR: Ideological Change in Western Society.

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

Week 11 (Nov. 11-17)

Mon. Nov. 11: Remembrance Day Monday – no classes

Wed. Nov. 13: SEMINAR: One World-One People.

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

Week 12 (Nov. 18-24)

Mon. Nov. 18: LECTURE: Africa after Independence, 1960-1990.

📄 **Research Paper due at beginning of class**

Wed. Nov. 20: SEMINAR: Post-Colonial Legacies.

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

Week 13 (Nov. 25-Dec. 1)

Mon. Nov. 25: LECTURE: The End of the Cold War, 1970s-2000s

Wed. Nov. 27: SEMINAR: 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 14 (Dec. 2-8)

Mon. Dec. 2: LECTURE: The End of History?

Wed. Dec. 4: SEMINAR: Exam Review

Dec. 9-17, 2019: FINAL EXAM PERIOD – EXAM DATES WILL BE ANNOUNCED ON

CAMLINK LATER IN THE TERM. Please do not make plans (or have a family member make plans on your behalf) for the December holiday break until you know the dates for your exams.

5. Basis of Student Assessment (Weighting)

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) Paper Proposal and Annotated Bibliography (10% of final grade):

To choose a topic for your later research paper, use one of the primary documents from **Tracey J. Kinney (Ed.), *Conflict and Cooperation: Documents on Modern Global History*, (4th Ed. Don Mills, Ont.: Oxford University Press, 2018)**, starting with page 180 (i.e. Chapters 8-18) – that means, one of the historic documents, not the chapter introductions by the editor Tracey J. Kinney.

You will develop a research question (or a hypothesis) that you want answered and find appropriate historical studies in the library (if there are not enough sources at the Camosun library, go to the UVic library – you can get access with your Camosun card, so ask at their Help or Loan desks for the process) to provide sufficient evidence for your specific topic. **In addition to the primary document, you need to find a minimum of four secondary sources.** For secondary sources, please use only books and articles from academic journals – no websites, please, because those generally provide only very short summaries and are not usually peer reviewed. As an indicator of academic sources, please use only material that is thoroughly footnoted (i.e. where the sources of the information are provided throughout the text). In the case of journal articles and book chapters, please use contributions that are at least 15 pages long (avoid popular journals like *History Today* and *History Teacher*). **This paper will likely be about 1 page in length for the proposal part (explain what the primary source says about the topic and what you are planning to do) and about 1-2 pages for the annotated bibliography. You must use the History Department Style Guide to list the sources you found and provide a couple of sentences for each book or article to explain how these will help you to address your research question).** More details will follow in class before the paper is due.

Paper Proposal:

- Provide some background information about the larger topic (what is the paper about?).
- State your research question or hypothesis.
- Show how you plan to focus your question on a specific aspect of this topic.
- Explain what your primary source can tell you about your topic.
- Briefly summarize the content of the primary source.

Annotated Bibliography:

- **One primary document** from the Tracey J. Kinney textbook (cite it properly using the style guide)
- **At least four secondary sources** (books or articles written by historians):
 - Articles from academic journals (minimum 15 pages)
 - Books published by a university press
 - Articles and books should have footnotes and be published after 1980

Under each source listed in your bibliography, explain in one or two sentences why the source is relevant for your topic.

The paper is due at the beginning of class on Monday October 7, 2019.

3) Research Essay (20% of final grade):

The research essay will be about 1,500-2,000 words in length, written on a topic corresponding to **one** of the documents from Kinney, “Conflict and Cooperation” starting with Chapter 8 on page 180. See the instructions for the Primary Source Analysis and Annotated Bibliography assignment for more details on minimum requirements (**i.e. one primary source from the textbook and at least four academic and recent secondary sources**). For secondary sources, please use only books or articles from academic journals – no internet sites, because those generally provide only very short summaries and are not usually peer reviewed.

This essay will have a thesis statement at the end of the first paragraph which will clearly establish your argument in one sentence. This should be followed by an analytical discussion of the problem that is raised in the primary document, and a short conclusion in which you summarize your findings. You will use the secondary sources for factual evidence to support your argument, which should clearly correspond to your thesis statement and be arranged in a logical progression.

The academic standards of the history department as outlined in the Department Style Guide (copy on D2L) will apply – i.e. you must use footnotes. Please provide a separate cover page with your name and student number, the name and number of the course, the name of the instructor, and the title of the essay. The bibliography must be on a separate page at the end of the essay. Since some of the topics might be more popular than others, make sure that you start early so that you will be able to get the necessary readings for your essay.

Papers without proper footnotes, including exact page numbers for the sources of information, will be returned to students – late penalties will apply. False and invented footnotes will be treated as academic dishonesty / plagiarism and lead to a “0” on the assignment.

Qualities of a Good Essay:

- **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.
- **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 research 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 primary and secondary 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 primary and secondary 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. The *History Department Style Guide* explains what format you should use for footnotes and bibliography.
- **Good 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 (and frequently quoting secondary sources) – it is better to summarize and put information in your own words. Writing several drafts and reading your work aloud both help improve the quality of your writing.

There will be a check-list of requirements on D2L that you should attach to the hard copy of your research paper when you hand it in and a more detailed guide on how to write a research paper. There will also be seminars on the topic on September 25 and October 23, 2019.

The Research Paper is due on Monday November 18, 2019 at the beginning of class.

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.

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 **October 21, 2019.**

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

The final exam will not be a simple matter of regurgitating names and dates, but you will be asked to identify the contexts of the 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 for each class. More details will follow on the last lecture day in December.

The Final Exam will take place during the examination period from December 9-17, 2019. Since instructors do not have any influence on the exam date and time, please do not make any travel arrangements for your winter break before the final exam schedule is published.

☞ Paper Proposal and Annotated Bibliography	10 %
☞ Discussion groups and small assignments	20 %
☞ Midterm Exam	20 %
☞ Research Paper	25 %
☞ Final Exam	25 %

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

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

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/>

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

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.