



### 3. Required Materials

(a)	Texts	History 108 Reading Package. Available on D2L.
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### 4. Course Content and Schedule

#### Lecture and Seminar Schedule

Week One – Jan 11-15  
Introduction: Welcome to History 108!  
Lecture 1: The Cold War and the West  
Lecture 2: The Cold War Heats Up

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Week Two – Jan 18-22  
Lecture 3: The New Europe  
Lecture 4: The Cold War and Revolutions in East Asia  
Readings: Topic One

If you choose to write a coursepack Topic Analysis this week, you must email it to me on Friday, 22 Jan.

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Week Three – Jan 25-29  
Lecture 5: The Korean War  
Lecture 6: Wars and Revolution in Indochina and Vietnam  
Readings: Topic Two

If you choose to write a coursepack Topic Analysis this week, you must email it to me on Friday, 29 Jan.

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Week Four – Feb 1-5  
Lecture 7: The Resurgence of China, 1950-2000  
Lecture 8: Japan's Recovery From Defeat, 1950-2000  
Seminar: Readings: Topic Six

If you choose to write a coursepack Topic Analysis this week, you must email it to me on Friday, 05 Feb.

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Week Five – Feb 8-12  
Lecture 9: New Nations in South Asia  
Lecture 10: Independence For India and Pakistan  
Readings: Topic Three

If you choose to write a coursepack Topic Analysis this week, you must email it to me on Friday, 12 Feb.

Also, for all students:

#### **Research Paper Proposal Due On Friday, 12 February**

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Week Six – Feb 15-19  
Reading Week: No Lectures/Readings This Week!

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Week Seven - Feb 22-26  
Lecture 11: The Nation States of India and Pakistan  
Lecture 12: Africa's Liberation From Colonialism  
Readings: Topic Five

If you choose to write a coursepack Topic Analysis this week, you must email it to me on Friday, 26 Feb.

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Week Eight – Mar 1-5

**Midterm Exam Due on Friday, 05 March**

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Week Nine – Mar 8-12

Lecture 13: Latin America in the Cold War  
Lecture 14: Democracy and Latin America  
Readings: Topic Nine

If you choose to write a coursepack Topic Analysis this week, you must email it to me on Friday, 12 Mar.

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Week Ten – Mar 15-19

Lecture 15: Israel and the Middle East  
Lecture 16: Nation-Building and Petroleum  
Readings: Topic Seven

If you choose to write a coursepack Topic Analysis this week, you must email it to me on Friday, 19 Mar.

Also, for all students:

**Research Paper Due on Friday 19 March**

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Week Eleven – Mar 22-26

Lecture 17: War, Peace, and Islam  
Lecture 18: Iran and the Oil Wars of Iraq  
Readings: Topic Eight

If you choose to write a coursepack Topic Analysis this week, you must email it to me on Friday, 26 Mar.

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Week Twelve – Mar 29 – Apr 2

Lecture 19: The West From Cold War to European Union  
Lecture 20: The Fall of the Soviet Empire  
Readings: Topic Four

If you choose to write a coursepack Topic Analysis this week, you must email it to me on Friday, 02 Apr.

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Week Thirteen – Apr 5-9

Lecture 21: The New Russia and the Global Economy  
Lecture 22: Local Wars and Peacekeeping  
Readings: Topic Ten

If you choose to write a coursepack Topic Analysis this week, you must email it to me on Friday, 09 Apr.

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Week Fourteen – Apr 12-16

Lecture 23: Al Qaeda, the Taliban, and War in Iraq  
Film: *Hijacking Catastrophe*  
Readings: Topic Eleven

If you choose to write a coursepack Topic Analysis this week, you must email it to me on Friday, 16 Apr.

## **5. Basis of Student Assessment (Weighting)**

2 X Coursepack Topic Analyses (pre-midterm) – 10% each  
Research Paper Proposal (due on Friday, 12 February) – 5%  
Midterm Reflection/Exam (Week Eight) – 20%  
1 X Coursepack Topic Analysis (post-midterm) – 10%  
Research Paper (due on Friday, 19 March) – 25%  
Final Reflection/Exam (due on Friday, 23 April) – 20%

## Assignment/Assessment Details

### Coursepack Topic Analyses (3 X 10% each – so 30% of final grade)

Most weeks in the Hist 108 Winter Term you will be reading a set of articles related to lecture material. These articles are grouped into “Topics,” and are to be found in the Coursepack. In a non-Covid situation, you would be discussing these readings in weekly seminars and getting a seminar participation grade for your efforts. This Winter, however, you will be writing assessments or analyses of the articles and submitting them to me via e-mail.

The analyses are due on the Friday at the end of each week. If late, they will be penalized at a rate of 10% per day overdue. You will need to submit 2 analyses in the weeks before the midterm, and 1 analysis in the weeks after the midterm. So, to be clear:

Prior to the midterm, you will be reading articles from Topics 1, 2, 6, 3, and 5 (see lecture schedule). Out of those 5 options, you will write and submit analyses of two of them (you choose which two).

In the weeks after the midterm, you will be reading articles from Topics 9, 7, 8, 4, 10, and 11 (see lecture schedule). Out of these 6 options, you will write and submit an analysis of one of them (you choose).

Each analysis should be between 400-500 words. In the report you will briefly assess each article in the Topic and analyze the effectiveness of the articles as a whole.

I have provided you with an example of a Topic analysis (look under “Content” in the Hist 108 D2L site). Note that you will need to read the articles closely and provide sophisticated comments on each. So avoid generalities like “In this article, the historian shows that Canadian women’s lives in the 1930s were difficult.” A much more nuanced description would be “The article demonstrates that factors such as class, race, and gender impacted the lives of Canadian women in the 1930s.” See the difference?

If you find that you’re struggling with the Coursepack articles and/or your written assessments, please contact me via phone or email and we can brainstorm together. History articles can be difficult for newcomers to the field, but with regular practice and tenacity, your History “muscles” will grow.

As you’re reading each article, it may help to consider certain important points. *What are the 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 left unanswered by the article?* It may also be helpful to consider the author of each selection. *Who does the author represent and to whom is s/he talking? Why does s/he approach the topic in a particular way? Does the author use a specific methodology or theoretical perspective (feminist, socialist, etc.)? When was the article written, and does its timing affect its conclusions?*

### Research Paper Proposal (5% of final grade)

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This assignment is **due on Friday, 12 February**. If late, it will be penalized at a rate of 10% per day overdue.

This course outline includes a list of possible research paper topics. You will choose one of these topics (or discuss an alternative topic with me) and write a paper on it. But first, you will submit a paper proposal, in which you will provide some possible lines of enquiry for your paper. Your proposal will also include a preliminary bibliography for your essay.

The proposal should be approximately 500 words. In three or four paragraphs, you will identify the topic that you have decided to research, and you will discuss some of your options. Based on your early investigation, what issues or arguments might your essay address? Are there competing or controversial interpretations of the topic? Have historians’ views of the topic changed or evolved over time?

Your proposal will also include references to three academic, secondary sources that you will consult in preparing your essay. These three sources will not include generic websites, general History textbooks, or any of the articles in the Course Reading Package. In the end, your paper will employ at least five secondary sources. Your proposal therefore reports on a work-in-progress.

I have provided you with an example of a Research Paper Proposal (look under “Content” in the Hist 108 D2L site). Note that the proposal should indicate that you’ve not only located some academic sources, but that you’ve started to evaluate the information you’ve uncovered.

The purpose of this assignment is to initiate the preparation of your research paper - to encourage you to commit to a topic, to do some preliminary research, and to present some possible directions that your essay might take. In the end, your research paper may or may not pursue the options presented or outlined in your proposal – after all, your own thinking on the topic will evolve as you uncover new sources and arguments.

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### **Midterm Reflection/Exam (20% of final grade)**

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This midterm reflection/exam will happen in Week Eight of the class (March 1-5). You will receive the exam via D2L on Monday, the 1st; you will submit your completed exam to me on Friday, the 5th.

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### **Research Paper (25% of final grade)**

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The essay is due is due on **Friday, 19 March**. If late, it will be penalized at a rate of 5% per day overdue.

This research essay will be between 1000-1500 words in length. Your paper must be double-spaced, on one side of the page only, and should have a cover page with a title and your student identification. Bibliographies should be placed on a separate page at the end of the essay. Never delete your essay from your computer, and keep all of your research notes, rough drafts, and essay outlines – I may ask to see this stuff.

An essay is a short literary composition having an analytical, interpretive, and critical purpose. A good essay is a coherent expression of ideas on a single theme, and it is organized carefully in sentences and paragraphs. Marks will be deducted for poor organization, ungrammatical writing, and for frequent spelling errors. To ensure correct spelling and syntax, do not rely on word-processing spell checkers or grammar checkers.

In developing your arguments, you will necessarily be depending on and sometimes borrowing evidence and ideas 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 or endnote. Try not to use too many direct quotations. Quote another author only when his or her words are essential, in order to convey his or her exact meaning. If you paraphrase another author, or borrow an idea or conclusion, you must also acknowledge your debt in a footnote or endnote. It is also a good idea to use a footnote if you cite statistics or other evidence that is not common knowledge.

You must consult at least five secondary sources (books and/or articles) in preparing your paper. **Be especially wary of Internet sources – legitimate academic work is okay, but online encyclopedias, generic websites, and material with no author’s name attached should be avoided.** Please speak with me if you’re having any difficulties with sources.

An effective essay is much 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 perceptive 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. If so, a good essay will acknowledge these variations.

Essays must contain footnotes or endnotes. You may **not** use the social science format for citations (i.e. parenthetical references to authors in the text of the essay). The format of footnotes must be consistent. Essays must also include a Bibliography listing all sources used in preparing the essay. For footnote/endnote and bibliographic format, refer to the Camosun History Style Guide, which can be found online, via the History Department website.

**AN IMPORTANT NOTE ABOUT PLAGIARISM:** This disclaimer applies to all written work that you will submit in History 108. As stated above, you must give proper credit to borrowed ideas or quotations that you use in your essay. To falsely claim authorship of someone else's ideas or words is called plagiarism. Plagiarism is a type of theft, and in this course it will result, at the very least, in a mark of zero for the assignment. Similar penalties will be applied to any student who buys, borrows, or re-submits a previously-completed History paper. The 'Net has also become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind that Internet sources must appear in papers' Bibliographies as well. I reserve the right to check any assignment with plagiarism detection devices including electronic search engines designed for this purpose. Please consult with me if you are unsure about proper documentation of your sources.

**LATE POLICIES AND SUBMITTING YOUR ASSIGNMENTS:** Assignment due dates are firm. Please note: computer problems will not be accepted as a valid reason for a late essay. Late essays will be graded thoroughly, but due to time constraints, they may not have extensive instructor comments. No assignment will be accepted after Friday, 16 April. Please do not hesitate to contact me if you're having any problems with the assignments.

### **Final Reflection/Exam (20% of final grade)**

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There will be a final reflection/assignment/exam after Week Fourteen of Hist 108. It will focus on material covered after the midterm. Similar to the midterm, you will receive the exam and then have a few days to prepare your response.

### **RESEARCH ESSAY TOPICS**

A maximum of two people may sign up for each topic - the sign-up sheet is posted on my office door.

1. Explain the rise of the Green Party in Germany in the 1980s, or the Green movement in another country during the same decade. What has been the experience of Green participation in politics. Have the Greens made any difference? Or look at an organization like Greenpeace and assess its influence, accomplishments and successes.
2. What gains in status did women achieve during the post-Second World War period? Confine your study to one country or compare two countries. Why did they achieve this success? Were there any significant failures?
3. Assess the strengths, weaknesses, and social contribution of a female political leader in the period after 1945. Examples include Jiang Qing (Chiang Ch'ing), Winnie Mandela, Indira Ghandi, Benazir Bhutto, Petra Kelly, Wangari Maathai (Nobel Prize winner) and Angela Davis.
4. What were the principal issues at stake in the Suez Crisis of 1956? How were they resolved, and why were they resolved in the way they were?
5. What were the principal objectives and barriers to European integration in the era from the 1950s to the present? What have been the success and failures of the process?
6. Which ideology, if any, offers the best model for understanding modern history and planning for the future?

7. Was the existence of nuclear weapons the major reason deterring direct war between the superpowers in the post-1945 era? Was there any alternative proposed to the arms race?
8. Write a critique of NATO, the Warsaw Pact or the Marshall Plan.
9. Who won/lost the war in Korea?
10. Assess the American involvement in Vietnam, Guatemala, El Salvador, Nicaragua, Iran, etc.
11. Assess the successes and failures of the Great Proletarian Cultural Revolution in China.
12. "The welfare state created more problems than it solved." or "The welfare state was a significant advance in human development." Discuss with reference to one or two countries.
13. What accounts for the Iranian revolution in 1979? Has it been beneficial for Iran's people?
14. In what ways did women's status change in China after the 1949 revolution? Were the changes beneficial or detrimental? What changes are yet required? Or examine the same issue in India after 1947.
15. In what ways did women's status change in Iran after the 1979 revolution? Were the changes beneficial or detrimental? What changes are yet required? Or look at Cuba concerning the same topic.
16. Discuss one aspect of Third World development, looking, for example, at the role of women, birth control, education, disease, agriculture, the global economic agenda, the displacement of peasantry, environmental problems, etc.
17. Account for the emergence of Japan as an economic superpower in the post-WW2 years, or examine the role of one social, political or technological element in that success.
18. Assess the status and situation of the Palestinian people inside Israel in any years since 1948.
19. In what ways was agricultural collectivization in China similar to and different from collectivization in the Soviet Union? Why was it similar or different?
20. What were the goals and strategy of China's capitalist modernization program after 1978? Has it succeeded? What have been the social consequences?
21. What was the most significant, promising (dangerous) scientific achievement of the post WW2 era? Computerization, discovery of the human genetic code, nuclear weapons, etc.
22. How and why did Mikhail Gorbachev rise to the leadership of the Communist Party of the Soviet Union? Why was he not able to retain power?
23. What is the most significant problem facing the world today? How did it arise, and what is the prospect of solving it?
24. Describe the growth of and explain the significance of some aspect of the environmental movement in the 20th century.
25. Discuss the significance of some element of the Cold War – eg. women's status and role in it, social impact, the phenomenon of McCarthyism, experimentation upon people using radioactivity, drugs, etc.
26. Explain the causes of the collapse of the Soviet Union or East Bloc in the late 1980s, or examine one problem that has arisen from it (neo-fascism, shifting populations, new nations, dire impoverishment, the export of women to Western brothels, etc.) Why were criminals able to gain such an important place in the Russian economy after 1991?

27. Evaluate the origin of and the impact of a Third World national liberation movement in the 20th century.
28. Discuss and evaluate the significance of changes in sex roles (and/or sexuality) in the past four decades.
29. How has the status and nature of childhood changed in the 20th century in the West?
30. Were the 1960s a decade of revolution?
31. Why was the socialist government of Chile overthrown in 1973? What was the social and political impact of the Pinochet regime?
32. Discuss the alignment of political forces that led to the Iran-Iraq War in the 1980s, the Gulf War of 1990-91, etc.
33. Examine the national liberation efforts of any group of people who were still not a single nation state in 2007. For example, the Kurds, the Chechens, the Tamils, the Basques, the Palestinians, etc.
34. Dissect an artistic movement in the post-WW2 era. For example, abstract expressionism, pop art, punk music, hip hop, etc. Or examine an artist and his/her significance. (Think critically!! In general the key question to ask about an artist is not what but why.)
35. Who were the punks? Why did they emerge when and where they did?
36. In retrospect, what was the counter-culture of the 1960s about? Why did it emerge when it did?
37. Why was Britain able to defeat the Malayan national liberation movement in the 1950s?
38. What was cause of the Sino-Soviet conflict?
39. Why were the majority population of South Africa able to defeat apartheid? Has the majority rule in South Africa improved the lives of South Africans?
40. What accounts for the emergence of the gay liberation movement in the 1960s and 1970s?
41. How did the Guomindang government that took control of Taiwan in 1949 establish and maintain its power?
42. Are micro-loans an effective way to improve the lives of poor people in the developing world?
43. Has the United Nations been an effective force for positive change in the world during its existence?
44. Why did McCarthyism emerge in the USA and why did it collapse?
45. Why were the Mothers of the Plaza de Mayo able to mount an effective human rights movement in an Argentina ruled by a military dictatorship?
46. What accounts for the rise of political Islam?
47. Is France still an imperialist power in Africa?
48. Are the Tamil Tigers a liberation movement or a terrorist organization?
49. Did the experience of Northern Ireland in the years from 1969 to the present show that the British government followed the best policy by negotiating with nationalists who used violence?
50. What led New Zealand to engage in a drastic overhaul of its economy in the 1980s? What was the impact of that restructuring?



Can't make up your mind? Don't like any of the above options? Interested in something else? Want to choose your own essay topic? Fine with me, but you must discuss your alternative topic with me first. It may not be suitable.

## 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** - 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).

## 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, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities 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
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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.