

COURSE SYLLABUS



COURSE TITLE: HIST-108: New World Order? Post 1945

CLASS SECTION: RH02

TERM: Fall 2022

COURSE CREDITS: 3

DELIVERY METHOD(S): In person

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Dr. Stephen Fielding

EMAIL: FieldingS@camosun.bc.ca

OFFICE: Young Building 320

HOURS: Contact by email or Zoom/Collaborate

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

This course traces the decline of European colonialism and the emergence of neo-colonialism. It examines world tensions generated by the Cold War and assesses the collapse of the Soviet bloc. It charts the emergence of the USA as a global economic, political, military and cultural power, and the worldwide response.

PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative

CO-REQUISITE(S):

Not applicable

EXCLUSION(S):

Not applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

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.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Textbook: Coursepack + Additional seminar readings

Instructor Bio:

Growing up in a railway family, I spent my childhood moving around, from Niagara Falls to Fort Erie, Sarnia, and finally, Winnipeg. I've also lived in Vancouver, Toronto, and Rome, Italy. I completed my Bachelor's degree at the University of Winnipeg, followed by a Master of Arts from Simon Fraser University and Ph.D. from the University of Victoria.

I have taught History and Religion 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 and we are parents of a 12-year-old girl and almost 7-year-old ~~wild animal~~ boy.

An understanding of the world's religious traditions, particularly of their similarities and differences, is critical to the development of a person's worldview and grasp of their place in the diverse human landscape. I am looking forward to exploring Religions of the East together this semester

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COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

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 the course D2L site.

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.

Important Dates at a Glance:

Monday September 12	First Lecture: Welcome to HIST 108
Monday September 26	Death of a Diplomat Primary Research Exercise Due
Wednesday November 16	Essay Proposal Due
December 9 and 12	Final Exam Parts 1 and 2
Friday January 6	Research Paper Due

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Death of a Diplomat Primary Research Exercise	15
Research Paper Proposal	10
Research Paper	25
Final Exam	30
Seminar Participation	20
	TOTAL
	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

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 received a grade of zero.

A) Death of a Diplomat Primary Sources Assignment (15 percent)

Due Date: Monday September 26

For this assignment, you will spend time in class and at home exploring primary and secondary sources related to the life of Herbert Norman, the former Canadian ambassador to Egypt who died in mysterious circumstances. The content for this assignment comes from the Great Unsolved Mysteries in Canadian History website. Following your exploration and interpretation of the sources, you will write a 2-page response that argues that Norman's death was either a suicide or a homicide. I will provide a detailed instruction sheet on how to navigate the website and complete the assignment.

B) Research Paper Proposal (10 percent)

Due Date: Wednesday November 16

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. One big value of the proposal is that it 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, you will start thing like a credible historians—not merely provide a narrative of details or events that happened—but rather beginning to unpack the past to explore the more important issues of *why* and *how*.

Generally speaking, a Proposal

- a) Poses a historical question and explains why it's 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/books and film 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 where will your article and/or books be useful?

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 12-30 pages long). If you're not sure, please check with me. Alternatively, a book can count as two articles. i.e. 1 book and two articles meet the requirement.
2. **A full-feature film or documentary** dedicated to your historical topic. Eg. *Doctor Zhivago*, *Apocalypse Now*

You must watch the film or documentary before writing the proposal. Compare what angle or position the producer took on the topic with what you find in the articles and/or books.

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

C) Research Essay (25 percent)

Tentative Due Date: Friday January 6

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.

This research essay will be **between 1500 and 1800 words (6-7 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 (30 percent)

**Dates: Friday December 9 (Part 1)
Monday December 12 (Part 2)**

There will be a final exam split into 2 shorter parts. It will be cumulative, meaning that it will include material covered since beginning of the term. It will be closed-book and consist of short-answer and essay-type questions. One week in advance, I will provide students with a detailed review with the possible questions and terms that will appear on the exam.

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

On certain Fridays, the class will be devoted to group discussions (called "seminars") based on the readings for that day. In these smaller groups, student will use critical thinking to 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?

LECTURES AND SEMINARS (subject to change)

Monday September 12	Welcome to HISTORY 108
Wednesday September 14	Lecture 1: From the Second World War to the Cold War
Friday September 16	Seminar 1 – Thinking Like a Historian
Monday September 19	Lecture 2: The Cold War Heats Up Part 1
Wednesday September 21	Lecture 3: The Cold War Heats Up Part 2
Friday September 31	Seminar 2: Was the Canadian Ambassador Murdered? A Cold War Cold Case and Exercise in Using Historical Evidence
Monday September 26	*Deadline: Death of a Diplomat Assignment Lecture 4: The Chinese Revolution and Mao Zedong’s Communist China
Tuesday September 27	Lecture 5: The Korean War (Wed. is Collab. Day)
Monday October 3	Lecture 6: Europe Rebuilds, America Booms
Wednesday October 5	Lecture 7: “Don’t Trust Anyone over Thirty:” Hippies and Counterculture in America and Europe Part 1
Friday October 7	Seminar 3 – Did the Hippies really “Stick it to ‘The Man’”? Capitalism, Hegemony, and Counter-culture
Monday October 10	Thanksgiving (no class)
Wednesday October 12	Lecture 8: “Don’t Trust Anyone over Thirty:” Hippies and Counterculture in America and Europe Part 2
Monday October 17	Lecture 9: Global Civil Right Movements in the Sixties and Beyond
Wednesday October 19	Lecture 10: The Vietnam Wars and Southeast Asia
Monday October 24	Lecture 11: The End of Colonialism? The Collapse of European Empires and Rise of New States in Africa and Asia
Tuesday October 25	Lecture 12: Latin America during the Cold War (Wed. is Collab. Day)
Friday October 28	Seminar 4 – Colonizers, Race, and Racism
Monday October 31	Lecture 13 What Historians Do: Dr. Fielding shares his research on Multiculturalism and Sport
Wednesday November 2	Lecture 14 Black Gold: Nation-building and the Global Oil Industry
Friday November 4	Seminar 5: Current Challenges in the Middle East

Monday November 7	Lecture 15: Israel, Egypt, and the Middle East
Wednesday November 9	Lecture 16: The Iranian Revolution
Wednesday November 16	*Research Paper Proposal Due Documentary: <i>Decadence and Downfall: The Shah of Iran's Ultimate Party</i> (BBC) (Monday is Pro-D Day)
Thursday November 17	Lecture 17: Major Global Religious Trends since 1945
Monday November 21	Lecture 18: The Collapse of the Soviet Union, and its Satellites
Wednesday November 23	Lecture 19: Russia and Ukraine since 1991
Friday November 25	Seminar 6: What is Progress? Reconsidering Human Achievement
Monday November 28	Lecture 20: China Returns to Empire, and the Asian Tigers
Thursday December 1	Lecture 21 Terrorism, Genocide, and Peacekeeping (Wed. is Collab. Day)
Monday December 5	Lecture 22: The European Union, Late Capitalism, and the New Global Economy
Wednesday December 7	Seminar 7: Inequality and Opportunity in the Early 21 st Century
Friday December 9	Final Exam Part 1
Monday December 12	Final Exam Part 2
Friday January 6	*Research Paper Due

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres

Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning \(CAL\)](#) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that

course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.