

M: Course Objectives / Learning Outcomes

At the end of the course the student will have demonstrated the following skills:

1. The critical examination of historical sources (reading history). These sources include survey texts, articles, collections of documents, and (portions of) monographs for library research.
2. The creation and communication of personal interpretations of historical problems (writing history). Forms for communication of personal interpretations include short essays (under 2000 words), reviews, research note cards, library research exercises, and two-hour final examinations.
3. The independent analysis of the ideas of other students and the instructor in class (discussing history).

N: Course Content:

Note: Course content may vary according to the instructor's selection of topics.

1. Review of Historical Methods
2. The Postwar World
3. Origins of the Cold War
4. Stalin and Eastern Europe
5. Cold War Confrontations: Korea
6. Cold War Confrontations: Cuban Missile Crisis
7. Cold War Confrontations: Vietnam
8. Decolonization and Nation-Building: South Asia; Africa; Middle East
9. Communism in China: Revolution; Great Leap Forward; Cultural Revolution; After Mao
10. The Industrialized World: U.S. Civil Rights Movement; European Union; Japan
11. The Developing World: Postcolonial states; economic and ecological problems
12. The Collapse of the Soviet Union and the Fall of Communism
13. The Post Cold War World

O: Methods of Instruction:

Class sessions will be divided between lectures and discussions. The discussion sessions will serve as an opportunity for the exchange of student reactions and criticism and as a testing ground for student hypotheses. This may take the form of individual or group student presentations, as well as debates and forums based on readings or issues raised by the lectures.

P: Textbooks and Materials to be Purchased by Students

Brower, D.R. The World in the 20th Century. From Empires to Nations. 5th ed.
Englewood Cliffs, N.J.: Prentice Hall, 2001

Findlay C.V. and J.A Rothney, Twentieth-Century World. 5th ed. Boston: Houghton Mifflin, 2001.

Overfield, J. Sources of Twentieth-Century Global History. Boston: Houghton Mifflin, 2002.

In addition monographs, memoirs, or novels with historical applications may also be assigned.

A typical sample would be:

Solzhenitsyn, A. One Day in the Life of Ivan Denisovich. New York: Bantam Books, 1990.

Q: Means of Assessment

The evaluation of this course will follow Douglas College policy. During the first week of classes the instructor will provide students with a typed handout outlining the evaluation scheme for the course. A general guideline for evaluation follows:

Any combination of the following totalling 100%

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| Essays (one to four) | 20 - 60% | No single essay or test will constitute less than 10% or more than 35% of the grade. |
| Tests (at least two) | 20 - 60% | |
| Instructor's General Evaluation (Participation, improvement, quizzes, short assignments, etc.) | 10 - 20% | Total value of all essays will not be less than 20% or more than 60%. |

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s): R. Friedrichs

Education Council / Curriculum Committee Representative

Dean / Director

Registrar