

M: Course Objectives / Learning Outcomes:

At the conclusion of the course the successful student will be able to:

1. Acquired familiarity with the basic events and developments of world history in the first half of the twentieth century.
2. Gained experience in the critical examination of historical sources.
3. Gained experience in discussing and analyzing historical issues and ideas both verbally and in writing.

N: Course Content:

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

1. Introduction to Historical Method
2. Europe and the World before 1914
3. Origins of World War I
4. Total War: The War in Europe and Asia
5. Illusion of Peace
6. Lenin and the Bolshevik Revolution
7. Stalin's Russia
8. Responses to Imperialism
9. Weimar Germany and the Great Depression
10. Hitler and National Socialism
12. The Nazi State
13. Appeasement and the Origins of World War II
14. World War II and its Consequences in Europe and the Pacific

O: Methods of Instruction:

The course will employ a variety of instructional methods to accomplish its objectives, including some of the following:

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>P: Textbooks and Materials to be Purchased by Students:</p> <p>Texts will be chosen from the following list, to be updated periodically:</p> <p>Brower, D.R. <u>The World in the 20th Century. From Empires to Nations.</u> 5th ed. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1992.</p> <p>Derfler, L. and P. Kollander. <u>An Age of Conflict, Readings in Twentieth-Century European History.</u> 3rd ed. Toronto: Harcourt College Publishers, 2001.</p> <p>Findley, C.V. and J.A. Rothney. <u>Twentieth-Century World.</u> 5th ed. Boston: Houghton Mifflin, 2001.</p> <p>Overfield, J. <u>Sources of Twentieth-Century Global History.</u> Boston: Houghton Mifflin, 2002</p> <p>In addition, monographs or focussed studies may also be assigned. A typical example is:</p> <p>Bessel, R., ed. <u>Life in the Third Reich.</u> Oxford: University Press, 1985</p>										
<p>Q: Means of Assessment:</p> <p>The evaluation of this course will follow DC policy. During the first week of classes the instructor will provide students with a syllabus outlining the evaluation scheme for the course. A general guideline for evaluation follows:</p> <p>Any combination of the following totalling 100%</p> <table border="0"> <tr> <td>Essays (one to four)</td> <td>20 - 60%</td> <td rowspan="2">No single essay or test will constitute less than 10% or more than 35% of the grade.</td> </tr> <tr> <td>Tests (at least two)</td> <td>20 - 60%</td> </tr> <tr> <td>Instructor’s General Evaluation (Participation, improvement, quizzes, short assignments, etc.)</td> <td>10 - 20%</td> <td rowspan="2">Total value of all essays will not be less than 20% or more than 60%</td> </tr> <tr> <td></td> <td>_____</td> </tr> </table>	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%		_____
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<p>R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No.</p>										

Course Designer(s): R. Friedrichs

Education Council / Curriculum Committee Representative

Dean / Director

Registrar