



**EFFECTIVE: SEPTEMBER 2002**

**CURRICULUM GUIDELINES**

**A:** Division: **INSTRUCTIONAL** Date: **MAY 27, 2002**

**B:** Department/ **HUMANITIES & SOCIAL SCIENCES** New Course  Revision

Program Area: **HISTORY**

If Revision, Section(s) Revised: **D, F, N, O, P, R**

Date Last Revised: **JUNE 1995**

**C: HIST 104 D: WORLD HISTORY SINCE 1945 E: 3**

Subject & Course No. Descriptive Title Semester Credits

**F:** Calendar Description: After a review of the methods of historical investigation, this course examines some of the main currents of world history since 1945. Examples of major topics include the superpower rivalry during the Cold War, the evolution of various regions of the Third World, e.g. the Middle East, Sub-Saharan Africa, South Asia, South-East Asia, and Latin America.

**G:** Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

**Lecture 2**  
**Seminar 2**

Number of Contact Hours: (per week / semester for each descriptor)

Number of Weeks per Semester: **14**

**H:** Course Prerequisites:

**NONE**

**I:** Course Corequisites:

**NONE**

**J:** Course for which this Course is a Prerequisite:

**All 200-level History courses**

**K:** Maximum Class Size:

**35**

**L:** PLEASE INDICATE:

Non-Credit

College Credit Non-Transfer

College Credit Transfer:

Requested

Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

**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: Texts will be chosen from among the following, to be updated periodically:**

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

Findlay C.V. and J.A Rothney, Twentieth-Century World. 5<sup>th</sup> 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%

|  |          |  |
|--|----------|--|
| 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<br>(Participation, improvement,<br>quizzes, short assignments, etc.) | 10 - 20% | Total value of all essays will not be less than 20% or more than 60%.                |

Course and Subject Number

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

No.

Course Designer(s)

R. Friedrichs

Education Council/Curriculum Committee Representative

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Dean/Director

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Registrar