



**Douglas
College**

EFFECTIVE: SEPTEMBER 2002

CURRICULUM GUIDELINES

A: Division: INSTRUCTIONAL

Date:

MAY 27, 2002

**B: Department/ HUMANITIES & SOCIAL SCIDE
Program Area:**

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SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes

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

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 Revolu

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

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

Brower, D.R. **The World in the 20th Century. From Empires to Nations.** 5th ed. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1992.

Derfler, L. and P. Kollander. **An Age of Conflict, Readings in Twentieth-Century European History.** 3rd ed. Toronto: Harcourt College Publishers, 2001.

Findley, 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 or focussed studies may also be assigned. A typical example is:

Bessel, R., ed. **Life in the Third Reich.** Oxford: University Press, 1985

Q: Means of Assessment

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:

Any combination of the following totalling 100%

Essays (one to four)	20 - 60%
Tests (at least two)	20 - 60%
Instructor's General Evaluation (Participation, improvement, quizzes, short assignments, etc.)	10 - 20%

No single essay or test will constitute less than 10% or more than 35% of the grade.

Total value of all essays will not be less than 20% or more than 60%.

Course and Subject Number