

HIS 218 – 01 – The World of the Twentieth Century (1945 – present)

ONLINE

Instructor: Dr. Virginia Summey (vsumme2@uncg.edu)

Office Hours: By Appointment

This syllabus is subject to change

COURSE DESCRIPTION: This course surveys major developments in world history from 1945 to the present. This course focuses on a selection of important events, historical figures, and international issues that have had global significance. We will examine issues in the contemporary world, focusing on the post-World War II period, from the dropping of atomic bombs in August 1945, to the complex, geopolitical world of today. Because of its broad sweep of historical events and the variety of topics covered, this course makes no claim to be comprehensive. No single course can examine all of the important events in world history over a half-century. The major theme of this course will be perspectives. We will view the Twentieth Century from the point of view of those who lived through it. Everyone has a “historical consciousness,” an understanding of the way the world became what it is today, and the main purpose of this class is to introduce students to alternative ways of interpreting history by weighing the merits of differing points of view. This course also serves as an introduction to world history as an approach. World history is about understanding the interconnectedness of history across national borders and thinking comparatively about events around the globe. Students will be trained to think as historians by analyzing evidence and learning to place evidence in historical context. Students will learn to analyze different types of evidence and make arguments based on such evidence. Fiction and films will be studied as sources for historical understanding. Articles and books written by historians will also be read and critically analyzed. It is hoped that the material explored in this course will provide the student with a springboard to further study in history in upper level courses.

STUDENT LEARNING OUTCOMES:

1. Historical Comprehension: Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods.
 - a. Understanding the role of human agency in a historical period.
 - b. Comprehension of how factors like economics, social life, and ideas impact history.
 - c. Awareness of how different places and cultures affect historical tools and systems of interpretation.
2. Historical Analysis: Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view.
 - a. Recognize elements of historical context, e.g. what kinds of information are needed to build context.
 - b. Comprehend how primary sources are used to construct history.
 - c. Comprehend an author’s argument in a secondary source.

COURSE POLICIES

Attendance - Even though this is an online course, and we are not meeting at a scheduled time in a face-to-face classroom, log in to Canvas every day to check the Announcements & the Discussion Board. If unfortunate circumstances, such as illness or death in the family, prevent you from checking Canvas, then please contact me via email ASAP.

Resources for Students with Disabilities - Students with recognized disabilities should register with the Office of Accessibility Resources & Services (OARS). OARS is located on the second floor of the Elliott University Center (EUC) in Suite 215 and maintains a webpage at <http://ods.uncg.edu/>. The mission of OARS is to provide, coordinate, and advocate for services which enable undergraduate and graduate students with disabilities to receive equal access to a college education and to all aspects of university life

Technical Problems – Since this is an on-line class, students are responsible for obtaining and maintaining reliable internet access. Internet access is available at libraries, schools, hotels, and coffee shops virtually everywhere in the United States and beyond. No extensions will be granted due to lack of internet access. If a technical problem arises, such as a computer crash, please email me right away from another computer. If you wait until the day the assignment is due, you assume responsibility that a technical glitch might preclude you from completing work on time. Extension requests sent less than 24 hours before deadlines will not be granted. Those who ask for an extension will be referred to this policy.

Academic Integrity – All students are expected to abide by UNCG’s Academic Integrity Policy, which can be found at <http://academicintegrity.uncg.edu/complete/>. Students who violate this policy not only disrespect themselves, their classmates, and their instructor, but they also risk receiving a failing grade for the assignment, a failing grade for the course, and possible expulsion from the University.

E-mail Policy – The best way to reach me is via university e-mail (vlsomme2@uncg.edu). Students are responsible for checking their UNCG iSpartan email on a regular basis. All emails must be professional including an appropriate greeting (Hello, Dr. Summey), complete sentences, and a salutation (Thank you, *insert name*). I will not respond to emails that fail to follow these instructions or that contain informal language such as Yo!, Hey!, or any text language deemed inappropriate for professional correspondence. Please be aware that an email response will not be immediate, and before you email me you should have attempted to find the answer in the syllabus, the reading, or from a classmate. Please allow for a 24-hour (48 hours on the weekend) response time. If you fail to receive an email response after 24 hours (48 on the weekend) please contact me again.

ASSIGNMENTS:

Students earn grades based on the work they submit based on the following:

A = Excellent work that demonstrates a clear understanding of the material under study and a superior ability to utilize that material in the assignment submitted. All criteria are met. Student work goes beyond the task and contains additional, unexpected, or outstanding features.

B = A solid piece of work that demonstrates a good understanding of the material under

study and utilizes that material well in the assignment submitted. The student work substantially meets the assignment criteria; if there are omissions or errors, they are very minimal.

C = Work that demonstrates a basic understanding of most of the material under study and which utilizes that material to some extent in the assignment submitted. The work may contain minor errors or omissions involving relevant material. Work may not address a number of criteria, may not accomplish what was asked, and/or is of poor quality.

D = Work that demonstrates some understanding of the matter under study and does not adequately utilize relevant material. The work contains errors and omissions, does not follow complete instructions, and/or is of poor quality.

F = Work that fails to demonstrate a basic understanding of the material under study and fails to utilize relevant material in the assignment submitted. NOTE: Work that is incomplete, inappropriate, and/or shows no comprehension of the class material in the assignment submitted may be revised and resubmitted

Participation (SLO 1&2) - Yes! You can participate in an on-line class! Each Monday I will post a discussion board prompt about the week's readings/presentation. You will be required to address the prompt on Canvas to be shared with the class. The purpose is to reflect, interpret, share your thoughts, and even openly disagree with what you have read. Debate, be controversial, share your thoughts – think of it as Facebook debate but without everyone from your high school. Participating in these discussions is necessary to succeed in this course. Additionally, in an online course this is the best way for me to gauge your comprehension of the readings. By practicing your interpretation skills on a regular and rigorous basis, and by receiving feedback from others, you will become better critical thinkers. You might not think History is the most exciting subject, but the current job market requires critical thinkers and good communicators. While you will not be graded on grammar, good writing is essential to conveying your thoughts. These will be informal discussions, so feel free to share your personal opinions on the events and people we will be studying. You are required to respond to each other's posts – you may even post more than once a week, although your initial post should be at least 100 words. However, you must be polite and respectful to one another in your posts.

Biographical Narrative - Each student will write a two-page narrative of the student's background. Since we do not have the benefit of face to face discussion, this will help me get to know you and gives you an opportunity to privately address any issues you might want me to know about. What do you prefer to be called and what are your preferred pronouns? What year are you? Where are you from? What attracted you to this course? What do you hope to get out of this course? **Due on August 17.**

Quizzes (SLO 1&2) - The course will consist of weekly quizzes that test a variety of skills. Some will be geography based, some will be based on the readings and presentations on Canvas, and some will analyze primary sources. The weekly quizzes must be received by the instructor by **5:00pm each Friday**. Quizzes submitted at 5:01 will not be accepted. To ensure there are no discrepancies in time, I suggest you submit your quiz well before 5:00. At that point the prompt will be removed from Canvas. While there is no time limit for each quiz, you will only have one opportunity to complete each quiz.

Essays (SLO 1&2) - Students will be required to complete three short papers. Papers will be written from various historical perspectives. Students will be able to choose three of four possible prompts. All papers should be written in 12-point Times New Roman font, double spaced with 1" margins. The first two papers should be a minimum of three pages (maximum of five), while the final paper should be a minimum of 5 pages. All papers will be turned in via Canvas. Due dates are **September 21, November 2,** and **December 5.** Paper topics will be assigned several weeks before the assignment is due.

Autobiographical Paper – 5%

Paper #1 – 15%

Paper #2 – 20%

Final Paper – 25%

Quizzes – 20%

Participation – 15%

COURSE SCHEDULE

Week One (August 14 – 17) – Introductions, Summary up to 1945

Biographical Summary due Friday, August 17

Week Two (August 20 – 24) – Cold War Origins and Entering the Atomic Age

Reading Due: Excerpt from *Hiroshima*, Truman Diary – Reading Quiz

Week Three (August 27 – 31) – A post-war world

Reading Due: *Animal Farm* - Reading Quiz

Week Four (September 4 – 7) – Revolutions in Asia

Reading Due: “China’s Triumphant Revolution,” “Vietnam and the Path to National Liberation”
- Geography Quiz (Asia)

Week Five (September 10 – 14) – Decolonization and Nationalism

Reading Due: “India on the Eve of Independence,” “Nkrumah’s Vision for Ghana and Africa” -
Geography Quiz (Africa)

Week Six (September 17 – 21) – The Korean War

Due: Watch Documentary *The Korean War* (Available via UNCG library website)

Paper #1 Due on Friday, September 21 at 5:00pm

Week Seven (September 24 – 28) – Cold War Affluence

Reading Due: “The Cold War at Home,” “The Flowering of Consumer Society” – Reading Quiz

Week Eight (October 1 – 5) – Latin and South America

Reading: “Castro’s Drive to Create a New Cuba” - Geography Quiz (Central and South America)

Week Nine (October 10 – 12, Fall Break 8 - 9)

Due: Watch Documentary *Coup d'état in Santiago: the last days of Salvador Allende* (Available via UNCG library website)

Week Ten (October 15 – 19) – Civil Rights

Reading: “Bringing Down Apartheid in South Africa”

Week Eleven (October 22 – 26) – The Vietnam War

Reading: “Lyndon Johnson Goes to War in Vietnam, 1965”

Week Twelve (October 29 – November 2) – The Middle East

Reading: “The Iranian Revolution,” “Israelis and Palestinians in a ‘Fatal Embrace’” Geography Quiz (The Middle East)

Paper #2 Due on Friday, November 2 at 5:00pm

Week Thirteen (November 5 – 9) – War in the Balkans

Reading: Excerpts from *Zlata’s Diary*

Week Fourteen (November 12 – 16) – Globalization

Reading: “Championing Free Market Orthodoxy,” “From the EC to the EU: Tightening European Bonds,” “The Backlash Against Globalization” - Geography Quiz (Europe)

Week Fifteen (November 19 – 20, Thanksgiving Break 21 - 23) – Entering the 21st century

Week Sixteen (November 26 – 28) – Wrap-up

FINAL PAPER – Due Wednesday, December 5 at 3:00pm

Why History?? <https://www.youtube.com/watch?v=G2XAqLQfDuY&feature=youtu.be>

Department of History Facebook page: <https://www.facebook.com/UNCGDepartmentofHistory/>

Department of History Website: <https://his.uncg.edu/>