

History 218-02: The World since 1945 (Fall 2020)

Instructor: Mr. Andy Bedingfield

Office Hours: Virtual Meetings by Appointment.

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Time and Place: Online Course centered on Canvas.



Course Description: This class fulfills the Historical Perspective (GHP), Modern era (GMO), and Global non-Western markers (GN).

Together we will seek to puzzle out an answer to the question, “How did we get here?” To better understand our present, we must examine our past. In this course we will witness the birth and evolution of global systems and problems that impact us to this day.

In this class, we will examine the idea of history as a discipline as well as the primary themes and events between the conclusion of the Second World War and 2020. Students will gain practice and confidence in their ability to act as historians in their own right, reading and making cogent arguments out of a wide variety of primary sources from around the globe. I will provide a greater context to your readings in presentations and through my feedback. The main historical themes in this course are: (1. The Cold War between the United States and Soviet Union and its impact around the world, (2. The Global Economy, and (3. Decolonization and revolution in the “Third World.”

This period was dynamic, and events occurring in one region could have major ramifications elsewhere, unbeknownst to participants at the time. This will provide an opportunity for us to see the idea of “world” history at its clearest. As a result, although we will address the United States on many occasions, this is **not** a course on U.S. history.

Key Note: As a world history course, we cannot be comprehensive in our historical coverage. Instead, we will journey through this era by a combination of highlighting larger, global trends along with case studies that aid in illustrating such trends. Furthermore, as a survey level course, we cannot dwell on any topic for too long a period, but I hope the class will spark your interest and set you off on your own historical investigations on specific topics. I will be happy to assist you in your personal areas of interest.

Student Learning Outcomes:

Historical Perspective (GHP) SLOs:

- 1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. [Historical Comprehension]
- 2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Analysis]

General Education Global Non-Western Perspectives (GN) SLOs:

- Interpret or evaluate information on diverse cultures.
- Describe interconnections among cultures, polities, and/or intellectual traditions of the world other than the dominant Euro-American ones.
- Use diverse cultural frames of reference and alternative perspectives to analyze issues

Course SLOs:

- Comprehend that history is not the memorization of dates and facts, but rather the *interpretation* of the past.
- Analyze historical duration, succession, and change in terms of human agency and larger system or structures in a wide variety of places and periods.
- Analyze the key terms, facts, and events in contemporary world history and thereby exhibit an informed historical perspective.
- Critically appraise varying historical arguments and clearly express their own interpretations.
- Critically read and distinguish between different types of historical sources and “read between the lines” of differing points of view.

University Policy:

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive.

For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu

COVID-19 Spartan Shield Video

UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important.

Please watch this video before the first day of classes.
<https://youtu.be/Mb58551qxEk>

Course Format:

Every week, we will work through a new module on Canvas. Each Module is a self-contained unit, with all of the associated readings, lectures, assignments, and discussions attached. So, for example: on the first week of class you will have an introductory module designed to get everyone up to speed on the course format. Following this, the next module will unlock on that Sunday. I will unlock each new Module by the end of every Sunday. You will then have the entire week to work through the module, with assignments always due by the end of Sundays. I am more than happy to assist you with any difficulties with the course website.

Previous modules will remain available to access, though bare in mind assignment due dates.

Module Content

Modules will contain some or all of these forms of content.

Presentations: These take the form of my lectures on the major themes and topics of each module. Expect to spend approximately 10-15 minutes on each video lecture.

Primary Sources: Primary Sources are the lifeblood of history. In short, primary sources are materials from the period/or participants of the topic we are studying. Reading these sources is key to your understanding and growth as historians. Be sure to read any available introductions, as they provide needed context.

Videos: Relatively brief snippets of documentaries provide another avenue into exploring a topic or theme.

Secondary Sources: Secondary Sources are the product of historians. At times, you will read a portion of a work of history. While you are welcome to read in full, you

are only required to read those portions instructed.

Quizzes: Quizzes are multiple-choice assessments of approximately 10 questions in length and 20 minutes in allotted time. You are allowed to utilize your notes.

Discussion Sections: Here is where you will discuss key weekly themes with your groups.

Assignments:

Group Discussions (10%)

The class will be broken into small discussion groups, allowing an opportunity for collaborative learning. Each week, I will post a few starter questions concerning the week's major themes, and your group will discuss these amongst yourselves.

Important- In order to participate fully, you must both post a substantive comment as well as reply to another student's comment.

You **Must** post a comment by the end of Friday, thereby providing everyone a chance to read and respond by the end of the Module on Sunday night.

Your grade will be a reflection of your overall participation over the semester.

(History SLO 1)

Primary Source Assignments (15%)

As noted on the course calendar, as well as modules, you will complete six primary source assignments. You will receive a rubric and guide in the Week 1 Module. In order to complete the assignments, you will need to consult the week's primary source materials posted in the module as well as consider the additional context of lectures and other materials. You have a high degree of choice in which primary sources you will write upon, but don't neglect those not selected, as these may prove useful to your paper.

(History SLO 2)

Exams (45%)

You will have **three** Exams, at 15% each on the following dates: September 20th, October 18th, and November 23rd. Exams are a series of short essays that assigned at the beginning of a weekly module, and due at the conclusion. They are open note (I encourage you to refer to your notes!) and are an opportunity for you to demonstrate your analysis.

(History SLO 1)

Quizzes (10%)

Each week, you will need to complete a brief multiple-choice quiz based upon the week's lectures and primary sources. Once started, quizzes have a 20-minute window for completion, so be sure to only start a quiz when you have time to complete the assignment. Quizzes are open note but keep the time limit in mind.

History SLO 1

Paper (20%)

In lieu of a final exam, this course has a concluding paper of 5-7 pages due December 3rd. You will receive a prompt and rubric on November 13th. The paper will reflect upon a major course theme and will utilize primary sources, lectures, and other course materials. The analysis you complete for your primary sources and exams will assist you for this assignment. This is the single largest assignment for the course and will need to reflect care and attention.

History SLO 1 and History SLO 2

Final Grade Scale: (A)93+, (A-) 90-92, (B+) 87-89, (B) 84-86, (B-) 80-83, (C+) 77-79, (C) 74-76, (C-) 70-73, (D+) 67-69, (D) 64-66, (D-) 60-63, (F) <60.

Course Policies:**Academic Integrity Policy:**

Every word you write in this class must be your own, not copied from any other source, whether in print or online, unless clearly indicated. The UNCG Academic Integrity Policy is online at <http://academicintegrity.uncg.edu>. If you are not sure if you are accidentally committing plagiarism do not hesitate to ask for clarification!

Course Website and E-Mail:

You must have a working email address, and check it regularly, as it is our main means of communication out of class. In addition, you will need to utilize CANVAS in order to submit assignments and to have electronic copies of important documents and/or readings.

Important- Life is complicated, now more than ever, and I am willing to be flexible. If you have concerns or issues, please contact me through email as soon as possible. We can also arrange for virtual office hours.

In addition, feel free to ask questions about the course content.

Classroom Standards and Etiquette:

In this class we will cover events that may reflect upon contemporary problems. Indeed, recognizing continuing trends is an expectation for the course. For example: the rise of Pan-Africanism in the mid 20th century, the Civil Rights Movement, and the more contemporary Black Lives Matter movement.

In our group discussions, be sure to view everyone's writing in good faith. Online communication has a tendency to lead to misunderstandings and hurt feelings. Therefore

try to assume the best intentions from group members. Disagreement is welcome, but only if done so in a constructive manner that targets arguments, not people, and is based upon evidence. I will be monitoring discussions for conversations that do not meet these standards.

Americans with Disabilities Act (ADA)

UNCG seeks to adhere to the ADA and provide equal access to a college education. Students with questions or needs related to academic accommodations for disabilities should contact the Office of Accessibility Resources and Services (OARS), located in the Elliot University Center, Suite 215. For more information, please see <http://ods.uncg.edu>.

Questions and Answers: Pay special attention to the Q/A board located in the Introduction Module. Here is a place to post non-personal questions about the course as a whole, readings, or technical difficulties. I will answer questions but I encourage you to answer questions that pop up as well. There is no judgment in asking questions, and I guarantee that if you have a question, someone else has that same question.

Course Schedule:

Note: All readings are posted online in the weekly modules. I will provide brief introductions as needed. Primary Source materials are often brief, but they are challenging, so be sure to take notes and ask questions as needed.

Primary and Secondary Sources are labeled as such.

Module 1: August 18th-August 23rd Introduction and Historical Methods

Chapter 1 from E.H. Carr's *What is History*
"Introduction to Doing World History" from the American Historical Association
This is a short, introductory week designed to get our feet wet.

Module 2: August 24th-August 30th Impacts of World War II and the Origins of the Cold War Primary Source Assignment #1

1. SECONDARY: Selection from Todd Sheppard's *Voices of Decolonization*
2. SECONDARY: Chapter 1 from Robert McMahon's *The Cold War: A Very Short Introduction*
3. PRIMARY: George Kenan: The Long Telegram"

4. PRIMARY: Nikolai Novikov: Perspective on US-Soviet Relations
5. PRIMARY: Iwao Nakamura and Atsuko Tsujioka: Hiroshima Accounts

Module 3: August 31st- September 6th
Soviet and American Societies in the Cold War

1. SECONDARY: Chapter 2 from *The Cold War: A Very Short Introduction*
2. PRIMARY: Andrei Zhdanov and Dmitry Stonov: Stalinism and its Critics
3. PRIMARY: Andrei Sakharov, Roy Medvedev, and Valentin Turchin: Demand for Reform
4. PRIMARY: J. Edgar Hoover: House on Un-American Activities Testimony
5. PRIMARY: Investigation of Loyalty of Postal Worker

Module 4: September 8th-September 13th
Post War Recovery and Transformation in Japan and Western Europe
Primary Source Assignment #2

1. SECONDARY: Selection from Chapter 1 of Tony Judt's *Post War: A History of Europe since 1945*
2. PRIMARY: Pope John XXIII: Commentary on Economic Justice
3. PRIMARY: Reinhold Wagenleitner: Allied Occupation of Austria
4. PRIMARY: David Cameron: Pro-Remain Speech
5. PRIMARY: Teresa May: Pro-Brexit Speech

Module 5: September 14th-September 20th
Decolonization in Africa
Exam #1

1. PRIMARY AND SECONDARY: Chapter 4 from Trevor Getz's *African Voices of the Global Past*
2. PRIMARY: Kwame Nkrumah: Colonization and Independence
3. PRIMARY: Kwame Nkrumah: Neo-Colonialism
4. PRIMARY: Selection from Frantz Fanon's *The Wretched of the Earth*

Module 6: September 21st- September 27th
Transformations in China and India
Primary Source Assignment #3

1. SECONDARY: Chapter 4 from *The Cold War: A Very Short Introduction*

2. PRIMARY: Oral Histories of Chinese Villages
3. PRIMARY: Posters from the Cultural Revolution
4. PRIMARY: “The One Hundred Items for Destroying the Old and Establishing the New”
5. PRIMARY: Jawaharlal Nehru: Towards Freedom

**Module 7: September 28th- October 4th
Cuba and Cold War Crisis and Détente**

1. SECONDARY: Chapter 6 and 7 from *The Cold War: A Very Short Introduction*
2. PRIMARY: Fidel Castro: Speech on Cuban-American Relations
3. PRIMARY: Willy Brandt: Cold War Policy
4. PRIMARY: Richard Nixon: Détente
5. PRIMARY: Leonid Brezhnev: Brezhnev Doctrine

**Module 8: October 5th- October 11th
Interpreting Vietnam: Nationalism, Anti-Colonialism, or Cold War Hot Spot?
Primary Source Assignment #4**

1. SECONDARY: Chapter 1 from Mark Phillip Bradley’s *The Columbia History of the Vietnam War*
2. PRIMARY: Ho Chi Minh: Declaration of Independence of the Democratic Republic of Vietnam
3. PRIMARY: Collection of Vietnamese Peasant Accounts on Ongoing Events
4. PRIMARY: Ho Chi Minh-Lyndon Johnson: Correspondence

**Module 9: October 12th-October 18th
Independence and Nationalism in the Islamic World
Exam #2**

1. PRIMARY: Amina Said: Women and Revolution
2. PRIMARY: Mohammad Reza Shah Pahlevi: Regime Difficulties
3. PRIMARY: Ayatollah Ruhollah Khomeini: Revolution and Martyrs
4. PRIMARY: Mana Saeed al-Otaiba: Oil as a Weapon

**Module 10: October 19th-October 25th
Cultural Shifts: Pan-Africanism and Feminism
Primary Source Assignment #5**

1. PRIMARY: Malcolm X: Speech on African Unity
2. PRIMARY: Stokely Carmichael: Berkeley Speech
3. PRIMARY: Claudia Jones: The Caribbean Community in Britain
4. PRIMARY: NOW: Rights of American Women
5. PRIMARY: Zand Dokht: The Revolution that Failed Women

Module 11: October 26th-November 1st

Areas of Controversy: Israel-Palestine and South Africa

1. PRIMARY: Chaim Herzog: Speech to UN General Assembly
2. PRIMARY: Palestinian Liberation Organization: National Charter
3. PRIMARY: Menachem Begin: Campaign Platform
4. PRIMARY: Hamas: First Intifada Leaflet
5. PRIMARY: Mark Mathabane: Protest in South Africa
6. PRIMARY: Nelson Mandela: Rivonia Statement
7. PRIMARY: Nelson Mandela: Release from Prison Statement

Module 12: November 2nd- November 8th

End of the Cold War and the 1990's

Primary Source Assignment #6

1. SECONDARY: Chapter 8 from *The Cold War a Very Short Introduction*
2. PRIMARY: Mikhail Gorbachev: Perestroika
3. PRIMARY: Polish Workers Defense Committee: Critique of Polish Communist Party
4. PRIMARY: Deng Xiaoping: Flaws of Maoism and Market Reform
5. PRIMARY: Varying Account of divisions in Cold War Era Guatemala

Module 13: November 9th-November 15th

Globalization

Paper Prompt and Rubric Posted

1. PRIMARY: Ralph Nader: Critique of Free Trade
2. PRIMARY: Chico Mendes: Environmentalism in the Amazon
3. PRIMARY: Friedman and Ramonet: Debate on Globalization

This week has less material, so take advantage of extra time to begin working on your paper and to prepare for next week's exam.

Module 14: November 16th- November 23rd

International Conflict in the 21st Century

Exam #3

1. PRIMARY: Osama Bin Laden: Declaration of Jihad
2. PRIMARY: John Yoo: Memos on U.S. Military Interrogations
3. SECONDARY: Film Segments on Arab Spring
4. PRIMARY: Protestors Reflect on Tahir Square
5. PRIMARY: Writers reflect on the Arab Spring in Newspapers

Thanksgiving Break: November 24th- November 29th

Final Paper Due: December 3rd by 11:59pm.