

THE WORLD SINCE 1945

Dr. Brian Suttell

E-Mail: bwsuttel@uncg.edu

Office: Student meetings via e-mail or videoconference

Office Hours: Wednesdays, 10:30 A.M.-1:30 P.M., by appointment

HIS 218-03

Online Course (3 credits)

Fall 2020 Part of Term A

UNC Greensboro

COURSE DESCRIPTION:

People around the world faced uncertain futures in the post-World War II era. In the ensuing decades existing systems of political, economic, and social organization were challenged. This course will address the major historical changes throughout the world, as well as recognize patterns of continuity. The course also seeks to highlight the ways in which ostensibly subaltern people have shaped the course of history and their own lives. One of the goals of the class is to contextualize primary and secondary sources and create historical interpretations based on evidence. Students are encouraged to appreciate various cultures around the world, and the ways in which historical circumstances have shaped those cultures. History is not merely a random set of facts, but a guide in understanding the forces that have shaped the past and the present. Thus, students will be encouraged to make informed connections between the past and present and recognize the role of history in shaping their own lives and those of people around the world.

STUDENT LEARNING OUTCOMES:

General Education Historical Perspectives Student Learning Outcomes:

-Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.

-Utilize evidence to interpret the past coherently, orally and in writing.

General Education Global Non-Western Perspectives Student Learning Outcomes:

-Interpret or evaluate information on diverse cultures.

-Describe interconnections among cultures, politics, 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.

History Student Learning Outcomes:

-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]

-Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Analysis]

REQUIRED BOOKS:

-Robert J. McMahon, *The Cold War: A Very Short Introduction* (Oxford: Oxford University Press, 2003). ISBN: 978-0-19-280178-4. Also available as an e-book through UNCG library

-Michael H. Hunt, *The World Transformed, 1945 to the Present: A Documentary Reader**.

Second Edition (New York: Oxford University Press, 2015). ISBN: 978-0-19-937103-7. Make sure that you get the "A Documentary Reader" edition!!

-Luong Ung, *First They Killed My Father: A Daughter of Cambodia Remembers* (New York: Harper Collins Publishers, 2000). ISBN: 139780060856267

GRADING:

QUIZZES/ASSIGNMENTS (10% each)	40%
PROJECTS (10% each: two papers and one video presentation)	30%
DISCUSSION BOARD (10% for each post, with each post requiring two submissions)	30%

<u>GRADING SCALE:</u> A= 93-100	A- =90-92		
B+= 87-89	B=83-86	B- =80-82	
C+= 77-79	C=73-76	C- =70-72	
D+=67-69	D=63-66	D- =60-62	F=59 or lower

MEANINGFUL LEARNING:

The primary goal of any of my history courses is to create meaningful learning for the students. This course has been designed to appeal to a variety of learners by using various methods of teaching and assessment. I encourage students to take an active role in utilizing this course to help shape their own understanding of history and its importance today.

IMPORTANCE OF READING THIS SYLLABUS:

It is always important to read a course syllabus carefully, especially for online courses. You are responsible for understanding the content of this syllabus and adhering to the policies that it sets forth. There will be a syllabus quiz which counts for 10 percent of your overall course grade!

NOTE ABOUT HALF-SEMESTER ONLINE COURSE:

Since we do not meet face-to-face in a traditional classroom, students should expect that an online course comes with a greater amount of reading and viewing of slides and course videos than would reasonably be expected from a face-to-face course. Students should also be aware that half-semester courses are more intensive per day than similar full-semester courses.

IMPORTANCE OF READING ANNOUNCEMENTS IN CANVAS:

Students should check Canvas Announcements regularly (3-4 times per week) for any course updates and reminders.

READINGS:

Students should take notes on the readings, including some facts, but also noting the central arguments and points of analysis. You should also write down any reactions you have to the readings in your reading notes. Your notes will be helpful on quizzes, discussion boards, and projects. Aside from the books, readings are available on Canvas (Files) or on the internet.

EARLY SUBMISSION OF ASSIGNMENTS:

Any project or quiz can be submitted up to seven days prior to its due date (except for the first week). See "Discussion Board Posts" below for rules on early discussion board submissions.

LATE ASSIGNMENTS:

Late assignments will be penalized ten points (out of 100) each calendar day they are late. Any assignment that is five days late or more receives a zero. **Discussion board posts cannot be turned in late.** Any late discussion board submissions will receive a score of zero.

QUIZZES:

Submit quizzes via Canvas, after completing all prior tasks. Students can utilize any of the class materials, such as readings, notes, slides, and videos, for the quizzes. Be sure to leave yourself ample time to complete a quiz so you can look back at your notes or any class material to help.

You may not seek answers from other students; such an action will be considered an academic integrity violation that will be referred to the Department Chair and/or Dean of Students. Quizzes must be **submitted** by 11:59 P.M. on the due date.

COMMUNICATION:

“Three Before Me”: Before e-mailing me, a student should check to see if their question could be answered by 1) Reading the syllabus carefully 2) Checking Canvas for updates, including class announcements 3) Carefully reading an assignment prompt or quiz instructions, or by watching course videos and viewing class slides. If a student has done their due diligence in seeking an answer, I am more than happy to assist via e-mail. If a student has problems understanding course content, they are welcome to seek a meeting. Students can expect e-mail responses within 48 hours, but in almost every case my response will be quicker. If I have not responded within 48 hours, please check your sent mail to ensure that your e-mail went through. If so, send me a follow-up e-mail. Students should check Canvas often (3-4 times per week) for updates, including announcements and file uploads. I suggest checking grades frequently to ensure that you have received credit for your work. If there is a grade concern, let me know immediately.

DISCUSSION BOARD POSTS:

Discussion board posts require two separate submissions, which should be clearly labelled:

A) The student’s original thoughts on the question or prompt, rooted in evidence from the readings, class slides and/or videos. B) A response to another student’s post in which you analyze their statements or provide further evidence to support their initial post. You may post up to five days in advance for submission A if you have completed all the tasks (readings, slides, videos) prior. For submission B, you can post after the deadline for submission A has passed. See the class schedule for due dates. **Each submission should be 5-8 sentences.** Thus, the total would be between 10-16 sentences for submissions A and B combined. **You should strictly adhere to these sentence restrictions.** Any submission under five sentences will automatically lose points. Statements such as “Great Post” or “I agree with what you said” will not count as part of the minimum sentence requirement.

WHAT SHOULD I WRITE IN MY POSTS? Discussion board posts provide a chance to demonstrate that you have thought critically about class readings, videos, and slides. Thus, you should give your thoughts on certain topics (especially controversial ones), **but those thoughts should be rooted in some sort of evidence.** You should think carefully about what you want to say and write clearly. You should make your points as concise as possible. Posts that have grammar or spelling mistakes will lose points. **Submission B should respond in a thoughtful way to another student’s post and should also include specific evidence from class readings, slides, or videos.** Always be respectful and never personally attack another student. However, you are permitted to challenge another student’s interpretation or suggest how their interpretation might be improved. You can also agree with other students’ posts, but you should not merely reiterate what they said. If you quote or paraphrase an author (which helps you get a high score), put the author’s name and the page number. For example: (McMahon, 58).

SLIDES:

I strongly suggest that you take notes from the slides. Many of the PowerPoint slides include blanks for you to fill-in. The answers for the blanks can be found in a variety of ways. Some of the answers will come from the teacher videos that I have created. Others come from course readings. In other cases, I have provided the answers on the final slide(s) of the presentation, including relevant explanations. **Some of the slides have videos or other links embedded in them. If so, you should view the video or link unless otherwise noted.**

VIDEOS:

You should take notes from the teacher-created videos and all other class videos. Write down important facts, but also write your thoughts about significant themes. Feel free to e-mail me with questions if you are unclear on any topic, or if you would like to discuss it further.

SUBMITTING PROJECTS:

Submit projects no later than 11:59 P.M. by the date listed. The title of your document (but not the actual title of your paper) should be P(number of project) followed by a space and then your last name (Capitalize first letter) and your capitalized first initial.

For example: P1 SuttellB Project 2 would be: P2 SuttellB

Written documents should be typed in Microsoft Word. Let me know if this is not possible for you. Use Times New Roman, 12-point font with one-inch margins, and double-spacing. I recommend you submit projects a day early to allow for technical problems, including power or internet outages. Such instances will not be accepted as excuses for late submissions. I also recommend saving your work repeatedly in different formats. A computer crash or lost zip-drive or similar occurrences will not be accepted as excuses for late submissions.

-The papers require you to use Chicago/Turabian style footnotes for citations. See paper prompts for details.

-Project 3 requires you to submit a video presentation. Details will be included in the prompt (on Canvas). Be sure to strictly adhere to the 3-5 minute presentation guideline.

-All projects must include the following statement followed by the student signature and date. For the video presentation, you may state it verbally or include the statement via e-mail.

I HAVE ABIDED BY THE UNCG *Academic Integrity Policy* ON THIS ASSIGNMENT.

Student's Signature _____ Date _____

PLAGIARISM AND ACADEMIC INTEGRITY:

Any instance of plagiarism will result in a zero for the assignment and will be referred to the Dean of Students Office for appropriate action. Any use of sources (books, documents, articles, internet sites, etc.) must be cited properly. Blatant or egregious acts of plagiarism (including copying and pasting) or cheating may result in an "F" for the course and will be referred to the Dean of Students Office. Students must view the UNCG videos on plagiarism. Students are not permitted to ask other students for answers to quiz questions. Such an action will be considered an academic integrity violation. For more information, see the University's Academic Integrity Policy at the following website: <http://sa.uncg.edu/handbook/academic-integrity-policy/>

NOTICE:

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, 334-5440, <https://ods.uncg.edu>

PACING YOUR WORKLOAD:

This course has been designed to allow for some flexibility in the time for completion of readings and assignments. When you see “SUBMIT,” these are considered tasks with hard deadlines that will be penalized if not turned in on time. You should complete all the tasks in order. I recommend placing a check next to each task once it is completed. You should never wait until the last minute to try to complete a lot of tasks. You may choose to complete the readings early, and I do not recommend that you get far behind. The same is true for any of the class videos and slides. To allow for emergencies or sicknesses, it is a good strategy to attempt to always stay at least a day or two ahead of the suggested schedule.

NOTE: The following schedule is subject to minor changes and adjustments. Students will receive notice of any changes via Announcements in Canvas.

COURSE SCHEDULE:

INTRODUCTION

- Get course books if you have not already done so (August 18)
- Read syllabus carefully (August 18)
- View Canvas Announcements: Welcome to HIS 218, Course Content, Books for HIS 218 (August 18)
- View teacher video: Plagiarism (August 18)
- View PATH Module 8: 3 videos and explanations and Academic Integrity Message at: <http://library.uncg.edu/tutorials/index.aspx?m=8> (August 18)
- SUBMIT QUIZ #1 (Syllabus and Plagiarism Quiz) AUGUST 20 BY 11:59 P.M.**

PART ONE: THE POSTWAR WORLD

- View slides: Colonization in Africa (August 20)
- View: Colonization in Africa website (link at end of Colonization in Africa slides) (August 20)
- View slides: Independence Movements, Africa (August 21)
- Listen to speech by Kwame Nkrumah (In the Independence Movements, Africa slides- go to the radio button #5, “Colonialism, Imperialism, and Racism in Africa”) (August 21)
- View teacher video: Ghana independence movement (August 21)
- Read: McMahon, Chapter 1 (1-15) (August 24)
- Read Hunt, 114-122 (August 24)
- Read McMahon, Chapter 2 (p.16-34) (August 25)
- Read: Hunt, 234-247 (August 25)
- Read: Hunt, 255-260 (August 26)
- View slides: Apartheid in South Africa (August 26)
- Read: Hunt, 384-397 (August 27)

__ Complete Primary sources assignment: NOTE: You will not actually “turn in” the assignment but there will be questions from the quiz based on the assignment (August 27)

__ SUBMIT: DISCUSSION BOARD POSTS: Submission 1A due by 11:59 P.M. on August 28; 1B due by 11:59 P.M. on August 31

__ View slides: Cold War Roots (August 31)

__ Read McMahon, Chapter 3 (35-55) (August 31)

__ Read Hunt, 28-35, 132-138 (August 31)

__ Read: McMahon, Chapter 4 (56-77) (September 1)

__ View slides: Sit-Ins, Student Organizing (September 1)

__ View slides: Revolution of 1963 (September 1)

__ View Teacher Videos: 1963 (September 1)

__ View slides: Freedom Summer, C.R, V.R. Act (September 2)

__ View Slides: Black Power (September 2)

__ Read: Hunt, 158-163 (September 2)

__ Read: McMahon, 78-97 (September 2)

__ View Teacher Video- Race in Cuba (September 3)

__ View Teacher Video- Civil, Human Rights, US, Cuba (September 3)

__ View slides: Cuba (September 3)

__ Read: Hunt, 168-172 (September 3)

__ View video: Mothers of the Disappeared (Link on Canvas) (September 4)

__ SUBMIT PROJECT 1 IN CANVAS BY 11:59 P.M. ON SEPTEMBER 4

__ SUBMIT QUIZ 2 BY 11:59 P.M. ON SEPTEMBER 8

PART TWO: THE COLD WAR FROM AN INTERNATIONAL PERSPECTIVE

__ View slides: Cultural Cold War (September 9)

__ View slides on 20th Century China, Cultural Revolution (September 10)

__ View “Red Guards” video (link in the 20th Century China slides) (September 10)

__ View teacher videos: Cultural Revolution and its legacy (September 10)

__ Read: Hunt, 260-264 (September 11)

__ View Slides: Korean War, Vietnam (September 11)

__ Read: McMahon, 99-104 (September 11)

__ Complete Vietnam War assignment NOTE: You will not actually “turn in” the assignment but there will be questions from the quiz based on the assignment. (September 14)

__ Read Luong Ung, *First They Killed My Father*, 1-78 (September 14)

__ SUBMIT DISCUSSION BOARD POSTS: 2A DUE BY 11:59 P.M. ON SEPTEMBER 15; 2B DUE BY 11:59 P.M. ON SEPTEMBER 17

__ View Teacher Video: Khmer Civilization (for background information) (September 17)

__ Read Luong Ung, 79-164 (September 21)

__ View slides: Cambodia (September 22)

__ View: “Shadows Within” documentary, produced by Cinefete (Available through UNC Library: You do not need to watch the entire documentary: View #6 “Life Under the Khmer Rouge,” #8 “Remnants of the Khmer Rouge,” and #9 “Landmines in Cambodia” (September 22)

__ View film: *The Killing Fields* (1984), directed by Ronald Joffe- Available for a small fee on Google Play, Amazon Prime Video, YouTube Movies. DVD available in UNCG library (September 23)

__ Read Luong Ung, 165-238 (September 24)

__ SUBMIT PROJECT 2 (Paper on *First They Killed My Father*) BY 11:59 P.M. ON SEPTEMBER 25

- __ View slides: Détente, 1970s (September 28)
- __ Read: McMahon, Chapter 7 (122-142) (September 28)
- __ Read: Hunt, 272-282 (September 29)
- __ Read: Hunt, 297-304 (September 30)
- __ Read: McMahon, Chapter 8 (143-168) (September 30)

__ SUBMIT QUIZ 3 BY 11:59 P.M. ON SEPTEMBER 30

PART THREE: TRADITION AND TRANSITION IN THE MIDDLE EAST

- __ View slides: Afghanistan (October 1)
- __ Read: “Arab-Israeli Wars” (October 1): <https://www.britannica.com/event/Arab-Israeli-wars>
- __ Read: “Two State Solution (October 1)”: <https://www.britannica.com/topic/two-state-solution>
- __ View Film: “Paradise Now,” directed by Hany Abu-Assad (link on Canvas): Also available through online sellers (October 2)
- __ View slides: Terrorism (October 5)
- __ Read: The article you choose for your Project 3 (see Project 3 prompt) (October 5)

__ SUBMIT DISCUSSION BOARD: 3A DUE BY 11:59 P.M. ON OCTOBER 5; 3B DUE BY OCTOBER 7

- __ Reading: Hunt, 445-450 (October 6)
- __ View slides: Iran (October 6)
- __ View slides: Iraq (October 6)
- __ View Teacher Video: TBA (October 6)

__ SUBMIT PROJECT 3 BY 11:59 P.M. ON OCTOBER 7

__ SUBMIT QUIZ 4 BY 11:59 P.M. ON OCTOBER 8 (NO LATE QUIZZES ALLOWED)

__ FINAL DAY TO SUBMIT PROJECT 3 FOR A LATE GRADE: OCTOBER 8 BY 11:59 P.M.

COVID-19 AND HEALTH AND WELLNESS STATEMENT

Approved by the Faculty Senate on July 1, 2020

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG’s culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Wearing a face covering that covers both nose and mouth](#)
- Observing [social distance](#) in the classroom
- Engaging in proper hand washing hygiene when possible
- [Self-monitoring for symptoms of COVID-19](#)
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS](mailto:OARS@uncg.edu) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

Approved by the Faculty Senate Executive Committee on July 30, 2020

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](tel: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>