HIS 340: US Since World War II (Spring 2016)
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Office: MHRA 2106
Office Hours: By appointment

The best way to contact me is by email. I check my email at least once every day Monday through Friday. I do not check email on the weekends. Please be patient as it may be 48 hours before I can respond.

I. Course Description - - What is this course about?

“If history is educational . . . it must be an education in thinking and not merely in remembering.”
~ C.V. Wedgewood

Our main purpose in this course is to explore the development of human rights in the United States since 1945, when World War II came to an end and the United States became locked in a “cold war” with the Soviet Union as the only two major powers left in the world. Human rights have become one of the most prominent issues of our time, and we need to understand why. Since human rights are international in origin, much of our course will examine American foreign policy and how it intersects with American human rights policies. We will also look at the role of nongovernmental organizations (NGOs), congressional legislation, and the policies of various presidential administrations.

Our main task throughout this semester will be to create a textbook on the history of human rights in America since 1945. Students will need to hone the skills historians use to make sense of the past, analyze historical content and interpretations from scholars of human rights, and work in teams to plan, organize, and write content for this project, which will then be made available online.

II. Student Learning Outcomes (SLOs) - - Why am I in this course?

“Have the courage to use your own intelligence!”
~ Immanuel Kant

Students who spend at least two hours a day outside of class completing all reading and writing assignments, who actively engage in the material, and are thinking about and reflecting on what they are reading and writing will be able to . . .

1. Explain the significance of the major events, themes, and debates in the history of American foreign policy and human rights since 1945.
2. Demonstrate, in written and verbal form, an understanding of changes and continuities in American history since 1945, particularly regarding foreign policy and human rights.
3. Frame questions from a reading of texts that support critical thinking, and provide a basis for arguments or evaluations of the text.
4. Use historical thinking skills (i.e. sourcing, contextualization, close reading, etc.) to locate and analyze primary and secondary sources that oftentimes represent different points of view.
5. Properly outline thoughts and arguments for argument-driven essays and papers.
6. Identify and evaluate historical arguments in secondary sources, and demonstrate this knowledge through the completion of annotated bibliography entries and the course research project.
7. Utilize information technology and library resources for research purposes, and demonstrate this knowledge through the completion of a research project.

III. Required Materials - - What do I need to buy?

This is an upper-level, reading intensive history class. The required materials below are readily available, for reasonable prices, from multiple bookstores and online vendors if you experience any issues with the campus bookstore.

! Not having the readings will not excuse students from completing assignments on time.
IV. Teaching Strategies - - How is this course different from others?

"History is an argument without end."

~ Peter Geyl

Teams

In order to improve student learning and build community in our class, students will work inside and outside of class in teams. Please get to know each other as best you can, as it will make our course more enjoyable for everyone.

V. Rules & Policies - - How do I respect myself and my classmates in this course?

Everyone must display an attitude of respect and professionalism while in this class. Always show respect toward yourself, your classmates, and your instructor by arriving to class on time, being prepared, and actively participating. Please do not begin packing up your things until I indicate that class is over. This is your education, so make the most of it.

Attendance

I do not distinguish between excused and unexcused absences. Students should attend every class unless illness or unforeseen circumstances prevent them from doing so. Please do not come to class if you are sick. Students may miss 3 classes for any reason. After 3 absences, each additional absence will result in a drop of 1/3 of a letter grade from your overall course average. I reserve the right to drop students from the course who have excessive absences.

If you are ill or experience a family emergency, please contact me via email ASAP.

Late Work

Failure to turn in work on time will result in a zero. I do not accept late work. All the deadlines are listed on the syllabus.

If unforeseen circumstances prevent you from turning in an assignment, contact me ASAP, preferably before the assignment is due.

Academic Integrity

All students are expected to abide by the university’s Academic Integrity Policy. Please visit the following link: Academic Integrity Policy: http://academicintegrity.uncg.edu/complete/. Many students innocently commit plagiarism because they do not understand the writing and citation process. To ensure that everyone understands plagiarism, you are each responsible for completing the UNCG library tutorial: http://library.uncg.edu/tutorials/index.aspx?m=8.

Students who violate this policy not only disrespect themselves, their classmates, and this university, but also risk receiving a grade of F on an assignment, an F for the course, or being expelled from the university.

E-mail Policy

I will reply to all professional communications within 48 hours, Monday through Friday. In order to ensure a timely reply, please use your UNCG e-mail account and include the following:
• the course number and section
• a concise and clear description in the subject line (i.e., HIS 340 – Sick)
• your name, as it appears on the course roster

**Technology Unplugged**

No technology is permitted in class. No cell phones, tablets, laptops, or other electronic devices. These items can be very distracting to other students, the instructor, and even yourself.

- Please put away all electronics once I begin class. Students who do not abide by this policy will be dismissed from class.

**Disabilities**

Students with documented learning disabilities should contact the instructor and present appropriate documentation during the first week of class.

**VI. Grading Policies - - How will my performance be assessed?**

Students earn grades based on the quality of the work they submit. I use rubrics for all written assignments so that students will know my expectations. Work that meets the minimum requirements is average (C). Work that does not meet the minimum requirements is either below average (D) or unsatisfactory (F). Work that exceeds the minimum requirements is either above average (B) or excellent (A).

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>60-69</th>
<th>70-79</th>
<th>80-89</th>
<th>90-99</th>
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**Grade Breakdown for the Course**

<table>
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<tr>
<th>Assignments (&amp; Percentage)</th>
<th>Student Learning Outcomes</th>
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<tbody>
<tr>
<td><strong>Quizzes / Tests (extra credit)</strong></td>
<td></td>
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<tr>
<td>There are 2 different types of quizzes / tests in this course:</td>
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<tr>
<td>1. The Pre-Test / Post-Test is a benchmark the instructor uses to assess what students know at the beginning of the course and how much they’ve learned by the end of the semester. It does not count against you, but you may take each assessment only once.</td>
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<tr>
<td>2. The Syllabus Quiz ensures students understand all course policies, requirements, and expectations. Students may take it as many times as they need to until they answer all questions correctly.</td>
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<tr>
<td><strong>NOTE:</strong> Students must do their best on the assignments listed below. The only extra credit opportunity comes from completing the pre- and post-tests and correctly answering all questions on the syllabus quiz.</td>
<td>1, 2, 3, 4, 6</td>
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| **Discussion / Participation (25%)** |                          |
| Students are expected to participate in all discussions (in-class and online). Students may contact the instructor at any time about this grade. | 1, 2, 3, 4, 6 |
| I evaluate students’ discussion / participation grades using the following criteria: | 1, 2, 3, 4, 6 |
| 5 → Contributes readily to the conversation without dominating it, makes thoughtful comments and/or asks provocative questions that are relevant and advance the discussion, shows interest in and respect for others students’ views | 1, 2, 3, 4, 6 |
| 4 → Contributes occasionally--usually when called upon, makes useful and relevant comments | 1, 2, 3, 4, 6 |
| 3 → Contributes occasionally, makes thoughtful comments and relevant comments | 1, 2, 3, 4, 6 |
| 2 → Contributes sometimes, makes thoughtful comments and relevant comments | 1, 2, 3, 4, 6 |
| 1 → Participates in the discussions, makes occasional comments | 1, 2, 3, 4, 6 |
| 0 → Has an active role in the discussion, makes thoughtful comments and relevant comments | 1, 2, 3, 4, 6 |
that could be more sophisticated, shows interest in and respect for other students’ views
3 → Does not provide any substantial contribution to the discussion, comments may be off topic
and/or distracting, may appear inattentive, may not interact with the instructor or other students
2 → Student appears to be asleep (i.e. closes eyes, places head on desk) or did not attempt to
engage with any part of the class
1 → Student was excessively late (missed 10 or more minutes of class) and/or disrupted the class
with inappropriate or unacceptable behavior (such as texting on a cell phone)
0 → Student did not attend class

In general, students who make useful comments that advance the discussion (without
dominating the discussion or preventing others from sharing their points of view), will have a
higher grade. Students who just show up but rarely if ever say anything will have a lower grade.
Students who frequently miss class will have a poor discussion / participation grade and run the
risk of failing the course.

We will use Canvas to facilitate some discussion throughout the semester. Students who
have any questions about the assigned readings should post them online. Other students may
have the same question, and I will do my best to answer all questions before our class meetings.
Teams will also use Canvas to post discussion questions for the primary source readings they sign
up for. Other teams will then read and evaluate the quality of the discussion questions online.

Part of your discussion grade will also consist of annotations (comments written directly on
the sources that you print out and bring to class), and occasionally unannounced reading
assessments to ensure you are reading and understanding key points from the assigned texts.

Reading Response Essays (15% total -- Essay 1 = 5%, Essay 2 = 10%)
Students will write reading response essays of at least 500 words in length for A World Made New
and “A Problem from Hell”. The instructor will post a prompt on Canvas that students will use to
frame their essays. Essays will be submitted through Canvas and must be double-spaced with
standard 1” margins and Times New Roman 12-point font. The second essay is worth more than
the first to reward students for improvement over time.

Human Rights Textbook Project (35%)
Students will work in teams throughout the entire semester to complete a major research
project. They will work together to complete the components listed below, and at the end of the
semester, we will post all of our work to a Google site through iSpartan so that others may read
and benefit from our efforts. You may also direct potential employers to this site so that they can
see what you accomplished while taking this course.

I. Introduction (5%)
The entire class will write an introduction to the textbook at the end of the semester after
working substantially on their own individual chapter. This introduction should not only provide
an overview of the history of human rights in the United States since 1945, but it should also
demonstrate the variety of arguments and interpretations from historians who study this field.

II. Individual Chapter
   1. Proposal and outline (5%)
      a. Working in consultation with the instructor, teams will choose a topic for their
         chapter. They may choose to focus on a chronological period of time or a
         theme. Each team will need to explain why they want to focus on this topic and
         why it matters.
      b. Students also need to create a tentative outline that demonstrates how they
         plan to organize their chapter. This should change over time.
      c. At the end of the semester, students will turn in the final outline of their chapter,
         which the instructor will use to create the textbook’s Table of Contents.
         Students need to make sure that their final outline includes the title of their
chapter and the headings / subheadings that organize their content.

2. **Content** (10%)
   a. Team members will work together to write the content of their chapter. I strongly encourage students to use our course textbook as a guide when organizing and writing the content for their chapter. Each chapter should be organized into different sections (introduction, body paragraphs, conclusion) separated by specific headings. Following this format can also make the workload more manageable by dividing the work among team members.
   b. The length of each team’s chapter will vary depending on the size of the team. Each student can expect to write about 1,250 words of content (approximately 5 pages double-spaced). A team with 5 students, for example, would need to create a chapter with about 6,250 words of content.

**NOTE:** It is the responsibility of each student to keep up with the readings throughout the course, as well as the sources teams locate on their own in order to research their topic, so that they will be equipped to write the content of their chapter.

3. **Two primary sources** (5%)
   a. One of these sources may come from the readings the instructor assigns on the syllabus. The other must be one that students find on their own.
   b. If these sources are shorter, students may include the entire text in their chapter (but keep in mind that the primary source text does not count toward your chapter length requirement). If the primary sources are longer, students will need to condense them without removing the most important information.
   c. These sources must clearly connect to your team’s textbook chapter.
   d. Team members will introduce the source with appropriate and significant historical context, cite it completely and accurately using Turabian or Chicago Citation Style, and write discussion questions that will appear at the end of each document (any text that students generate will count toward their chapter length requirement).

4. **Five secondary sources** (5%)
   a. One or two of these sources may be one of the books or journal articles that the instructor assigned on the syllabus. Students will need to find the remaining secondary sources on their own.
   b. Not including the source students use from the instructor, at least one of these secondary sources must come from a scholarly journal, at least one from a scholarly book, and at least one from a credible website.
   c. These sources must clearly connect to your team’s textbook chapter.
   d. Teams will create an **annotated bibliography** (that will appear at the end of their chapter) for these sources. The annotated bibliography must include a complete citation in Turabian or Chicago Citation Style, some brief background on the author, and a concise summary of the source’s most important information and contributions to the history of human rights. The annotations for each source should be no more than one or two paragraphs (at most 150 words). This text does not count toward your chapter length requirement.

5. **One non-text source** (5%)
   a. This could be another primary source, like a map, photo, or drawing, or it could be a secondary source that students create, like a chart or a table.
   b. This source must clearly connect to the topic of your team’s textbook chapter.
   c. Teams will incorporate this into their chapter, write a caption for the image that provides appropriate context, and cite it completely and accurately using Turabian or Chicago Citation Style.
Final Exam (25%)
This is a cumulative, take-home, essay exam based on all of the readings, discussions, lectures, and additional materials we have looked at during the entire semester. Students who complete the readings and are actively engaged in class will be well prepared for this end-of-term assessment.

VIII. Course Calendar* - - When is everything due?

Week 1 Introductions
Mon., Jan. 11 Syllabus, Class Expectations
Wed., Jan. 13 History of Human Rights
Readings:
Fri., Jan. 15 Historians of Human Rights
Readings:

Week 2 Thinking Like Historians
Mon., Jan. 18 NO CLASS – Martin Luther King, Jr. Holiday
Wed., Jan. 20 Teams (choose team name and team leader, exchange contact info, introduce each other to the class)
DUE: Proposal and outline for human rights textbook chapter topic
Fri., Jan. 22 American Approach to Foreign Policy
Readings:
  o Hook and Spanier, American Foreign Policy (referred to as “AFP” below), ch. 1

Week 3 America’s Vision for Human Rights
Mon., Jan. 25 Locating Sources
Wed., Jan. 27 Leading Discussion, Writing Questions
Readings:
  Marrus, ch. 1, “Historical Precedents”:
  o Treaty of Versailles, 1919 (p. 10-11)
  o Kellogg-Briand Pact, 1928 (p. 14-15)
  o Henry L. Stimson, 1932 speech (p. 16-17)
Fri., Jan. 29 Annotating Sources
Readings:
DUE: Using Microsoft Word, provide complete citations—using the Turabian style guide—for the following sources, and summarize the most important information contained in each one. Print this out and bring it to class:

- Robert H. Jackson, Report to the President, June 6, 1945
- Minutes of the London Conference for the Preparation of the Trial, July 23, 1945
- Charter of the IMT, August 8, 1945
- IMT Indictment, October 6, 1945

Week 4 The Nuremberg War Crimes Trial, 1945-1946

Mon., Feb. 1 Discussion
Readings:
- Marrus, chs. 5, 6, 7 (Each team will pick a chapter, choose TWO sources in that chapter for the class to read, write discussion questions, post them online, and lead discussion on those sources in class)

Wed., Feb. 3 Discussion
Readings:
- Marrus, ch. 8, Judgments, p. 228-240.

Fri., Feb. 5 Does Nuremberg Matter?
Readings:

Week 5 The Cold War

Mon., Feb. 8 From World War to Cold War
Readings:
- AFP, ch. 2
- Truman Doctrine, March 12, 1947 [CANVAS]
- Henry Wallace, July 23, 1946 [CANVAS]

Wed., Feb. 10 Sourcing, Close Reading, Contextualizing
Readings:
- Universal Declaration of Human Rights
  (http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf)

Fri., Feb. 12 Writing a Reading Response Essay

Week 6 America & the Universal Declaration of Human Rights

Mon., Feb. 15 A World Made New
Readings:
- Marry Ann Glendon, A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights
Wed., Feb. 17  A World Made New
Readings:
  o Mary Ann Glendon, A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights
DUE: Post your team’s discussion questions to the appropriate online discussion forum

Fri., Feb. 19  Discussion
DUE: Reading Response Essay #1 [submit online by 10 a.m. before coming to class]

Week 7  The Cold War (continued)
Mon., Feb. 22  What happened to human rights during the Cold War?
Readings:

Wed., Feb. 24  Containment in Practice
Readings:
  o AFP, ch. 3
  o NSC 68 [CANVAS]
  o Bricker Amendment [CANVAS]

Fri., Feb. 26  The Limits of Containment
Readings:
  o AFP, ch. 4
  o My Lai Massacre [CANVAS]

Week 8  The Cold War (continued)
Mon., Feb. 29  Détente
Readings:
  o AFP, ch. 5

Wed., Mar. 2  Breakthrough
Readings:
  o AFP, ch. 6

Fri., Mar. 4  The End of the Cold War
Readings:
  o AFP, ch. 7

Last day to withdraw without academic penalty
Week 9  NO CLASS  SPRING BREAK

Week 10  Genocide
Mon., Mar. 14  Mid-semester Review & Information Literacy

Wed., Mar. 16  The Genocide Convention
Readings:
  o  Samantha Power, “A Problem from Hell”: American in the Age of Genocide

Fri., Mar. 18  Genocides
Readings:
  o  Samantha Power, “A Problem from Hell”: American in the Age of Genocide
DUE: Post your team’s discussion questions to the appropriate online discussion forum

Week 11  Genocide (continued)

Mon., Mar. 21  Discussion
Readings:
  o  Samantha Power, “A Problem from Hell”: American in the Age of Genocide
DUE: Reading Response Essay #2 [submit online by 10 a.m. before coming to class]

Wed., Mar. 23  Has the Geneva Convention advanced human rights?
Readings:

Fri., Mar. 25  NO CLASS – GOOD FRIDAY

Week 12  Living in a Unipolar World
Mon., Mar. 28  Choosing, Annotating, & Discussing Primary Sources
DUE: Each team will choose one primary source related to human rights for the entire class to read. You must be able to connect the source in some way to the assigned textbook chapter. Teams will provide a complete citation for the source, post a link to the source--or post the original source--online, provide introductory information and historical context, and post discussion questions that they will use to lead discussion during class.

Wed., Mar. 30  Old Tensions in a New World Order
Readings:
  o  AFP, ch. 8
  o  Individual team’s primary source selection

Fri., Apr. 1  The Shifting European Landscape
Readings:
  o  AFP, ch. 9
  o  Individual team’s primary source selection

Week 13  The U.S. & 9/11
Mon., Apr. 4  America under Fire
Readings:
  o AFP, ch. 10
  o Individual team’s primary source selection

Wed., Apr. 6  Afghanistan and Iraq
Readings:
  o AFP, ch. 11
  o Individual team’s primary source selection

Mon., Apr. 8  Looking Back, Facing the Future
Readings:
  o AFP, ch. 12
  o Individual team’s primary source selection

Week 14  Human Rights Project (the instructor will hold individual meetings with each team over the next two weeks. I will post a sign-up sheet online.)

Mon., Apr. 11  Choosing, Annotating, & Discussing Secondary Sources
DUE: Each team will locate four secondary sources related to their chapter for the human rights textbook. These sources cannot be ones that are listed on the syllabus. At least one source must be from a book. At least one must come from a scholarly journal. And at least one must come from a credible website. Teams must provide complete citations for these sources, provide background information on the author(s), and summarize the sources’ key points and contributions to the history of human rights.

Wed., Apr. 13  Human Rights Project: Non-text Sources
DUE: Each team will locate at least one non-text source (such as a map, drawing, photograph, etc.) that they wish to incorporate into their textbook chapter. Be sure to include a complete and accurate citation.

Fri., Apr. 15  Human Rights Project: Rough Draft
DUE: Turn in first draft of your team’s chapter

Week 15  Human Rights Project (continued)
Mon., Apr. 18  Human Rights Project: Peer Review
Readings:
  o Review another team’s chapter and begin providing feedback

Wed., Apr. 20  Human Rights Project: Peer Review
DUE: Turn in feedback on textbook chapter draft

Fri., Apr. 22  Human Rights Project: Introduction
DUE: Rough draft of introductory chapter

Week 16  Human Rights Project (continued)
Mon., Apr. 25  Human Rights Project: Introduction
DUE: Final draft of the textbook’s introduction

Tues., Apr. 26  Human Rights Project: Final Draft
DUE: Final draft of textbook chapter and outline to be posted to the course Google site
Week 17  
Exam  
Mon., May 2  
FINAL EXAM, DUE BY 3 p.m.

*NOTE: I reserve the right to modify the course calendar in order to improve student learning. I will announce any changes in advance.