

## HIS 340: US Since World War II (Spring 2016)

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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?

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*"If history is educational . . . it must be an education in thinking and not merely in remembering."  
~ C.V. Wedgwood*

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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 Students will need to hone the skills historians use to make sense of the past, analyze historical content and interpretations from scholars of human rights, and work in teams to plan, organize, and write content for this project, which will then be made available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?

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*"Have the courage to use your own intelligence!"  
~ Immanuel Kant*

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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.

- Hook, Steven W. and John Spanier. *American Foreign Policy Since World War II*, 20 ed. Los Angeles: CQ Press, 2016. ISBN: 978148336853.
- Marrus, Michael R. *The Nuremberg War Crimes Trial, 1945-46: A Documentary History*. Boston: Bedford/St. Martin's, 1997. ISBN: 9780312136918.
- Glendon, Mary Ann. *A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights*. New York: Random House, 2002. ISBN: 978-0375760464
- Power, Samantha. *"A Problem from Hell": America and the Age of Genocide*. New York: Basic Books, 2013. ISBN: 9780465061518.

\*\*\*Additional readings are available on Canvas. Students should **print these readings out, annotate** them before class (i.e. write notes, comments, and questions in the margins) and bring them to class as part of their discussion / participation grade.\*\*\*

#### **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**

A+ 100-97	B+ 89-87	C+ 79-77	D+ 69-67	F = 59 and below
A 96-93	B 86-83	C 76-73	D 66-63	
A- 92-90	B- 82-80	C- 72-70	D- 62-60	

### **Grade Breakdown for the Course**

<b>Assignments (&amp; Percentage)</b>	<b>Student Learning Outcomes</b>
<p><b>Quizzes / Tests (extra credit)</b></p> <p>There are 2 different types of quizzes / tests in this course:</p> <ol style="list-style-type: none"> <li>1. The <b>Pre-Test / Post-Test</b> 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 <b>not</b> count against you, but you may take each assessment only once.</li> <li>2. The <b>Syllabus Quiz</b> 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.</li> </ol> <p><b>NOTE:</b> 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.</p>	<b>1</b>
<p><b>Discussion / Participation (25%)</b></p> <p>Students are expected to participate in all discussions (in-class and online). Students may contact the instructor at any time about this grade. I evaluate students' discussion / participation grades using the following criteria:</p> <p>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</p> <p>4 → Contributes occasionally--usually when called upon, makes useful and relevant comments</p>	<b>1,2,3 4,6</b>

<p>that could be more sophisticated, shows interest in and respect for other students' views</p> <p>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</p> <p>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</p> <p>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)</p> <p>0 → Student did not attend class</p> <p>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.</p> <p>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 <u>discussion questions</u> for the primary source readings they sign up for. Other teams will then read and evaluate the quality of the discussion questions online.</p> <p>Part of your discussion grade will also consist of <u>annotations</u> (comments written directly on the sources that you print out and bring to class), and occasionally <u>unannounced reading assessments</u> to ensure you are reading and understanding key points from the assigned texts.</p>	
<p><b>Reading Response Essays (15% total -- Essay 1 = 5%, Essay 2 = 10%)</b></p> <p>Students will write reading response essays of at least 500 words in length for <i>A World Made New</i> and <i>"A Problem from Hell"</i>. 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.</p>	1,3,5 6
<p><b>Human Rights Textbook Project (35%)</b></p> <p>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.</p> <p><b>I. Introduction (5%)</b></p> <p>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.</p> <p><b>II. Individual Chapter</b></p> <p>1. <u>Proposal and outline</u> (5%)</p> <ol style="list-style-type: none"> <li>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.</li> <li>Students also need to create a tentative outline that demonstrates how they plan to organize their chapter. This should change over time.</li> <li>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</li> </ol>	1-7

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.



- Marrus, ch. 3, "Preparations," p. 39-70.

**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, ch. 4, "Robert H. Jackson, Opening Address for the United States, November 21, 1945, p. 79-83.
- 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.
- Marrus, ch. 9, Henry L. Stimson, Assessment of the Judgment, January 1947, p. 250-4.

##### **Fri., Feb. 5**                      **Does Nuremberg Matter?**

Readings:

- Andrew Clapham, "Issues of complexity, complicity, and complementarity: from the Nuremberg trials to the dawn of the new International Criminal Court," in *From Nuremberg to the Hague: The Future of International Criminal Justice*, edited by Philippe Sands (Cambridge: Cambridge University Press, 2003), pp. 30-67. [CANVAS]

#### 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](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*



Week 9      NO CLASS    SPRING BREAK

Week 10      Genocide

**Mon., Mar. 14**      **Mid-semester Review & Information Literacy**

**Wed., Mar. 16**      **The Genocide Convention**

Readings:

- Samantha Power, *"A Problem from Hell": American in the Age of Genocide*

**Fri., Mar. 18**      **Genocides**

Readings:

- 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:

- 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:

- William I. Hitchcock, "Human Rights and the Laws of War: The Geneva Conventions of 1949," in Akira Iriye, Petra Goedde, and William I. Hitchcock, eds., *The Human Rights Revolution: An International History* (Oxford: Oxford University Press, 2012), pp. 93-112. [CANVAS]

**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:

- AFP, ch. 8
- Individual team's primary source selection

**Fri., Apr. 1**      **The Shifting European Landscape**

Readings:

- AFP, ch. 9
- Individual team's primary source selection

Week 13      The U.S. & 9/11



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.