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:
- Find, interpret, and evaluate information on diverse cultures.
- Describe interconnections among regions of the world.
- Use diverse cultural frames of reference and alternative perspectives to analyze issues.

**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 through the use of 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 processes of historical change.

**ATTENDANCE:** Attendance at class meetings is required. Students are allowed four unexcused absences. Students will be penalized two points on their final grade for each absence beyond four. Excused absences require a doctor’s note or other legitimate documentation. More than seven absences may result in the student being dropped from the course. In addition, students should arrive to class on time and stay until dismissed by the instructor. Two instances of tardiness or leaving class early will count as one absence.

**ELECTRONIC DEVICES:** The use of laptops, cell phones, tablets, or any other type of electronic device is prohibited during class.
**LATE ASSIGNMENTS:** All assignments must be submitted in hard copy. Late assignments will be penalized ten points (out of 100) for each class day they are late. No assignments will be accepted two weeks after the due date.

**READINGS:**

Students must complete assigned readings by the date listed on the schedule. You should take notes, including factual information, but also noting the central arguments and points of analysis. Reading notes will be helpful for studying for exams and quizzes, and for writing papers and assignments. Aside from the books, readings (and films) are available on Canvas or the internet.

**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 will result in an “F” for the course and will be referred to the Dean of Students Office. For more information, see the University’s Academic Integrity Policy at the following website: [http://sa.unmc.edu/handbook/academic-integrity-policy/](http://sa.unmc.edu/handbook/academic-integrity-policy/)

**PARTICIPATION AND DISCUSSION QUESTIONS:** Participation in class discussions is essential. Opportunities for discussion will be present during each class, especially on “class discussion” days. On “discussion” days (see the course schedule), students should come to class with two discussion questions, which may be posed to other students for discussion.

**GRADING**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISCUSSION QUESTIONS/PARTICIPATION</td>
<td>20%</td>
</tr>
<tr>
<td>MIDTERM</td>
<td>20%</td>
</tr>
<tr>
<td>FINAL EXAM</td>
<td>20%</td>
</tr>
<tr>
<td>PAPER/PRESENTATION</td>
<td>20% (10% each)</td>
</tr>
<tr>
<td>QUIZZES/ASSIGNMENTS</td>
<td>20% (3 quizzes and 2 assignments at 4% each)</td>
</tr>
</tbody>
</table>
CLASS SCHEDULE
Note: Readings and assignments should be completed by the date they are listed. This schedule is subject to minor changes.

PART ONE: THE POSTWAR WORLD
JANUARY 8: INTRODUCTION/ WHY STUDY HISTORY?

JANUARY 10: THE WORLD TO 1945

JANUARY 12: WORLD WAR II AND ITS IMPACT
Reading: Hunt, 54-58

JANUARY 17: INDIAN INDEPENDENCE MOVEMENT AND PARTITION
Film: “Gandhi” (follow link on Canvas)- watch the film and take notes

JANUARY 19: STALIN AND THE SOVIET UNION
-QUIZ on Gandhi film/Indian Independence and Partition, and Source analysis
-Reading: Hunt, 114-122; 12-20

JANUARY 22: THE ROOTS OF THE COLD WAR, KOREAN WAR
Readings: Hunt, 28-35; Primary Source Documents TBA

JANUARY 24: CLASS DISCUSSION/ INTERPRETING DOCUMENTS
Discussion Questions due
Reading: DeGroot, 1-5  Note: Be sure to bring the Hunt book to class

PART TWO: THE GLOBAL SIXTIES
JANUARY 26: CUBA AND CENTRAL AMERICA
ASSIGNMENT 1 DUE
Reading: DeGroot, 54-60, 74-78, 121-125

JANUARY 29: LATIN AMERICA
Reading: DeGroot, 273-280

JANUARY 31: MEXICAN STUDENT MOVEMENT
Reading: DeGroot, 322-330

FEBRUARY 2: CLASS DISCUSSION
Discussion Questions due

FEBRUARY 5: COLONIZATION AND INDEPENDENCE MOVEMENTS IN AFRICA
Reading: DeGroot, 31-38

FEBRUARY 7: CIVIL RIGHTS MOVEMENT- U.S.
Readings: -Civil Rights Documents (on Canvas); DeGroot, 79-90
FEBRUARY 9: CIVIL RIGHTS MOVEMENTS/BLACK NATIONALISM  
Reading: Hunt, 159-163; 243-244

FEBRUARY 12: THINKING AND WRITING LIKE A HISTORIAN/CLASS DISCUSSION  
Discussion Questions due

FEBRUARY 14: COMPARATIVE MOVEMENTS  
DeGroot, 266-273

FEBRUARY 16: STUDENT PRESENTATIONS  
PAPER OR PRESENTATION DUE

FEBRUARY 19: VIETNAM  
Reading: DeGroot, 140-145; 281-286; Hunt 106-114; 149-158,

FEBRUARY 21: VIETNAM WAR FROM VARIOUS PERSPECTIVES

FEBRUARY 23: REVIEW FOR MIDTERM

FEBRUARY 26: MIDTERM

FEBRUARY 28: CHINA’S CULTURAL REVOLUTION  
DeGroot, 155-166

MARCH 2: CULTURAL REVOLUTION/LEGACY OF MAO  
Readings: Cultural Revolution documents (on Canvas)

MARCH 12: CLASS DISCUSSION  
Discussion Questions due

PART THREE: COMPETING IDEOLOGIES

MARCH 14: DÉTENTE  
Reading: Hunt, 269-280

MARCH 16: THE CULTURAL COLD WAR  
Readings/listenings (on internet): See Canvas for the assignment that is due on April 2  
-Joe McDonald, “Feel Like I’m Fixing to Die” -Neil Young/CSNY, “Ohio”
-John Fogerty/CCR- “Fortunate Son” -Marvin Gaye –“What’s Goin’ On”
-Billy Joel, “We Didn’t Start the Fire” -David Gilmour/Pink Floyd, “A Great Day for Freedom”

MARCH 19: HUMAN RIGHTS  
Reading: Hosseini, 1-51

MARCH 21: WOMEN’S RIGHTS  
Reading: Hosseini, 52-94
MARCH 23: CLASS DISCUSSION
Discussion Questions due

MARCH 26: SOLIDARITY/REBELLIONS IN EUROPE
Readings: Hunt, 297-311; Hosseini, 97-122
Bring the Hunt book to class

MARCH 28: RECENT CHINESE HISTORY
Reading: TBA

APRIL 2: ARAB-ISRAELI CONFLICT
Reading: Hosseini, 123-175
ASSIGNMENT 2 DUE (Lyrics Analysis): See Canvas for Details

APRIL 4: AFGHANISTAN
Reading: Hosseini, 179-243
Quiz on Hosseini, 1-243

APRIL 6: IRANIAN REVOLUTION/ CLASS DISCUSSION
Readings: Hosseini, 244-320; Hunt, 349-359

APRIL 9: IRAQ/IRAN, PERSIAN GULF WARS
Reading: Hosseini, 321-367

APRIL 11: GLOBAL TERRORISM/CLASS DISCUSSION
Film: “Paradise Now” (link on Canvas)
Reading: Hunt, 445-448

APRIL 13: STUDENT PRESENTATIONS
PAPER OR PRESENTATION DUE

PART FOUR: THE WORLD AFTER THE COLD WAR
APRIL 16: NEW SOUTH AFRICA/ RWANDA GENOCIDE/ “SOMALIA SYNDROME”
Film: “Hotel Rwanda”
Reading: “Paradise Now” controversy
QUIZ on “Hotel Rwanda,” “Paradise Now” films

APRIL 18: THE ARAB SPRING
Reading: Arab Spring article (link on Canvas)

APRIL 20: ECONOMIC AND SOCIAL CHANGES IN THE 21ST CENTURY

APRIL 23: THE WORLD TODAY

APRIL 25: REVIEW FOR FINAL EXAM
FINAL EXAM: APRIL 27, 8:00-11:00 A.M.