

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. (GHP 1).
2. Use evidence to interpret the past coherently in writing (GHP 2)

General Education Global Non-Western Perspectives Student Learning Outcomes:

1. Interpret, and/or evaluate information on diverse cultures. (GN1)
2. Describe interconnections among cultures, polities, and/or intellectual traditions of the world other than the dominant Euro-American ones. (GN 2).
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues (GN 3).

REQUIRED READING:

Reynolds, David. *One World Divisible: A Global History since 1945*. New York and London: W.W. Norton & Company, 2000. This textbook is available at the UNCG Bookstore. You should obtain a copy of the textbook as soon as possible.

ISBN: 0-393-32108-8

You are required to complete the readings **before** you come to class. The reading schedule is listed in the syllabus. The primary documents in this class will be uploaded on Canvas under the corresponding unit module.

SEMESTER COURSEWORK:

Short weekly reading quizzes:

A short weekly reading quiz that includes one short answer response question **based on the Reynolds readings** will be administered to measure your comprehension of the readings and the topics covered. The quiz will occur **every Tuesday and Thursday** during the first 10 minutes of class. These quizzes **cannot** be made up. I will drop **the two lowest** quiz grades prior to averaging the final course grades (this includes those missed due to an absence.)

Examinations (3):

3 unit examinations will be administered in this course. These exams are designed to provide students with a space to grapple with the historical information that has been presented through the course lectures, assigned readings, and class discussions. The format will include identification questions, 1 primary source document and short response questions, and short-answer essay questions.

An exam study sheet will be provided to aid you in your preparation. This study tool will be uploaded in Canvas one week before the scheduled examination.

Critical Analysis Historical Film Reaction and Reflection Papers (3)

A film reflection is a reaction piece to a film you have viewed. Reflections should be 4 pages in length, double-spaced using **12 point Times New Roman Font**. The reflection will include the following elements:

- Identify the characters and provides the reader with a clear idea of the main plot of the film.
- The complete title of the film and the name of director and the genre of the film

- Analyzes how the topic in the film is related to the topics discussed in class or contemporary global political, social, and economic issues.
- Addresses your personal reaction to the film and explores a cultural point that you learned, what you were surprised by during your viewing of the film and explores if there is any subject matter in the film that you have never understood and how the film clarifies the topic.
- Any specific criticism of the film (this is not where you just say, “I did not like the film because it was too long or too short.)

Daily Primary Source Team-based activities:

Each class period you will participate in a team-based activity that is focused on the primary source documents listed in the course syllabus for that day. These activities will focus on a specific problem and allow you to engage in the activities of historians, contextualize the documents, extract information, and make informed judgements. These activities will count towards your participation grade.

GRADING :

Short weekly reading quizzes	15%
Exam 1	10% February 14
Exam 2	20% March 28
Exam 3	25% TBA
Film Reaction Papers	15% Feb. 21; March 21; April 3
Participation/Attendance	15%

Grading will be on the following scale: A = 94 and up; A- = 90-93; B+ = 87 to 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

STUDENT RESPONSIBILITY GUIDELINES

A. ATTENDANCE:

There is a strong correlation between regular attendance and successful academic performance in college courses. Thus, attendance is mandatory for this course. Attendance entails showing up on time and being prepared to engage the course material. Attendance will be taken regularly. A printed sign in sheet will be circulated every class period. If you fail to sign your name to the sheet you will be counted absent. It is your responsibility to keep up with your absences. I expect you not only to be on time, but also to be prepared to take notes and remain in class for the entire meeting time unless you have a genuine emergency.

If you know that you may have to leave class early please speak to me prior to class to inform me of your circumstance. If you cannot attend class due to excusable circumstances

(athletics, medical issues, etc.) other arrangements may be made as deemed appropriate--- please see me to discuss. Please notes that missing class does not absolve you from having to complete the reading and writing assignments for that day. It is your responsibility to get the notes from a classmate.

B. TECHNOLOGY

I will allow the use of laptop computers for taking notes. If you are caught on Facebook, Snapchat, Twitter, Instagram or texting you will be given 1 warning. **If this warning is disregarded privileges for the entire class will be revoked.** I do not allow students to use devices to record my lectures unless specified as part of a disability accommodation. If there is ever a case where you need to utilize an electronic device as part of a disability accommodation, please contact me as soon as possible.

C. COMMUNICATIONS

I am happy to answer question in order to assist you in your learning. The best way to contact me is via email. When sending an email please use your University email. Always include a specific subject line. Additionally, as you compose your message please be concise as well as precise in your message so I can best assist you. Please give me 24 hours to respond to your message.

I do not discuss grades via email. I will not tell you the score on a test, your average in the class, or discuss any concerns regarding grades over email. If you ever have a question or concern regarding a grade in this course you must come and talk to me in person after class, during my office hours or schedule an appointment.

D. LATE ASSIGNMENTS AND MAKE-UP WORK

Late assignments will not be accepted. If there is any reason that you cannot submit an assignment on the due date you must contact the professor 48 hours prior to the due date. Request for make-up examinations must be submitted one week in advance prior to the examination date. If this procedure is not followed you will not be able to make up the examination. Exceptions to the late assignment/make up policy will be made when the absence is a result of:

- Illness (verified by an official statement from the Student Health Center or a medical professional).
- Participation in a University-sponsored activity (verified by a written statement from a faculty or organization sponsor).
- Death in your immediate family.
- Military commitment

E. ACADEMIC INTEGRITY AND PLAGIARISM:

Plagiarism can be intentional and unintentional. Students fall into this trap when they present someone else's ideas as their own. One of the major reasons that plagiarism occurs is that students are unable to find their original voice as they are engaging in the research and writing process or they do not understand what they have read. Copying the work of another and passing it off as your own will not be tolerated in this classroom. Plagiarism is a serious academic offense. The consequences for plagiarism include: receiving a grade of zero

for the assignment, a failing grade from the course, as well as university sanctions. To prevent plagiarism all students will submit their papers through Turnitin, which is embedded in Canvas.

STUDENT RESOURCES

DISABILITY ACCOMODATIONS:

The University of North Carolina at Greensboro seeks to promote meaningful access to educational opportunities for all students. If you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources & Services (OARS). The office is located in the Elliott University Center (EUC), Rm. 215. I am committed to ensuring that this course is accessible to all enrolled students. You do not need to disclose specific details regarding your disability with the instructor in order to receive accommodations.

ACADEMIC SUPPORT:

For assistance with a writing assignment, contact the University Writing Center, which is located in MHRA 3211. Staff members are available for face-to-face as well as online consultations. The Writing Center also has a quick online-chat box that enables students to submit questions regarding citations, grammar, or general writing concerns. Additionally, students have to option of scheduling appointments with a staff member or dropping in. The website is: <http://writingcenter.uncg.edu/>.

Lectures and Note-taking:

The PowerPoints that will be utilized in this course will be posted on Canvas after the class. You should get in the habit of taking notes in class. Learning to listen, to sort information, and take effective class notes are skills you should acquire to function effectively in any college course. The information that will be presented in the lectures will not regurgitate what is in the book but rather build on specific themes that are presented in the assigned daily reading.

Courtesy:

I am concerned with creating a courteous learning environment. Please do not talk while the professor or another student is talking because this is distracting and you will miss beneficial information. If there is ever a time that you have a question during lecture and need clarification regarding a point please raise your hand so that I can address your question.

If there is ever a time when you feel you are experiencing academic difficulties in this course please come and seek my assistance ASAP.

TENTATIVE COURSE SCHEDULE AND READINGS

(This schedule is subject to change at the discretion of the Instructor.)

UNIT I: THE POSTWAR PERIOD AND THE EMERGENCE OF SUPERPOWERS

WEEK 1

January 15-Instructor and Student Introductions, Course Overview/Procedures, History Assessment

January 17-What is World History? Utilizing and Understanding Primary/Secondary Sources; Preparing for success in HIS 218

WEEK 2

January 22-The End of World War II and the Seeds of the Cold War

Readings: Reynolds, Chapter 1, pgs. 9-15; "The London Protocol Dividing Post-war Germany, 1944" <https://alphahistory.com/coldwar/london-protocol-dividing-post-war-germany-1944/>

January 24- Adversaries and Allies

Readings: "The Potsdam Resolutions," <https://alphahistory.com/coldwar/potsdam-resolutions-germany-1945/>; "The North Atlantic Treaty Organization or NATO, 1949" <https://alphahistory.com/coldwar/north-atlantic-treaty-nato-1949/> ; "Treaty of Brussels," <https://alphahistory.com/coldwar/treaty-of-brussels-1948/>

WEEK 3

January 29- The Cold War, the Iron Curtain, and the Emergence of Superpowers

Readings: Reynolds, Chapter 1, pgs. 15-36; Winston S. Church Hill, "Iron Curtain Speech excerpt," 1946 (IMHSB); Joseph Stalin, "Reply to Churchill, 1946 (IMHSB)

January 31- The Emergence of the Eastern and Western Bloc

Readings: Reynolds, Chapter 1, pgs. 30-36; "Byrnes Speech of Hope on German Autonomy, 1946" <https://alphahistory.com/coldwar/byrnes-speech-of-hope-germany-1946/>

WEEK 4

February 5- Socialism, the Soviet Bloc and Eastern Europe

Readings: Reynolds, Chapter 4, pgs. 109- 116; Joseph Stalin, "Stalin Blames World War II on Capitalism, February 1946," <https://alphahistory.com/coldwar/stalin-blames-war-on-capitalism-1946/>

February 7- Capitalism, the Welfare State and Western Europe

Readings: Reynolds, Chapter 4, pgs. 122-135; "CIA Authorized to Carry out Covert Operations, 1948" <https://alphahistory.com/coldwar/cia-authorized-covert-operations-1948/>

WEEK 5

February 12- The Berlin Crisis, the Airlift, and Politics of Humanitarianism

Reading: "United Nations Universal Declaration of Human Rights, 1948" <https://blackpast.org/united-nations-universal-declaration-human-rights-1948>

Film: "American Experience: The Berlin Airlift"

February 14- **UNIT TEST 1**

UNIT II: THE END OF EMPIRE AND THE STRUGGLE FOR INDEPENDENCE

WEEK 6

February 19- Gandhi on the Partition of India

Readings: Reynolds, Chapter 3, pgs. 67-75; Jawaharlal Nehru, "Speech on the Granting of Indian Independence," August 14, 1947 (IMHSB); "British Government Statement, Policy in India, 1946," (IMHSB); Muhammed Jinnah, "Speech on Partition of Bengal and Punjab," 1947 <http://www.nationalarchives.gov.uk/education/resources/the-road-to-partition/jinnah-partition/>

February 21- The Middle East and Colonial Legacies

Readings: Reynolds, Chapter 3, pgs. 76-88; You Tube Video: "CIA involvement in 1953 Iranian Coup," <http://www.youtube.com/results?searchquery=CIA+and+Operation+Ajax>

FILM REACTION PAPER I DUE!

WEEK 7

February 26- The Bandung Conference, Afro-Asian Solidarity, and Non-Alignment

Readings: "First Afro-Asian Conference Final Communique, April 24, 1955," pgs. 62-66; "The Color Curtain; A Report on the Bandung Conference," pgs. 67-71 1956

February 28- Africa and Black Anti-colonial Protest

Readings: Reynolds, Chapter 3, pgs. 88-98; "Jomo Kenyatta: The Kenya Africa Union is Not the Mau Mau, 1952" (IMHSB); "The National Party's Color Policy, 1948" (IMHSB)

WEEK 8

March 12- Kwame Nkrumah and the Convention People's Party

Readings: Kwame Nkrumah, "I Speak of Freedom, 1961" (IMHSB); Kwame Nkrumah, "African Socialism Revisited, 1967"

<https://www.marxists.org/subject/africa/nkrumah/1967/african-socialism-revisited.htm>

March 14- The Congo and Cold War

Readings: Reynolds, Chapter 7, pgs. 214-219; "Patrice Lumumba's Last Letter to His Wife, Pauline, 1960," <https://blackpast.org/patrice-lumumbas-letter-pauline-lumumba-1960/>; "Patrice Lumumba, National Radio Address, 1960," <https://blackpast.org/1960-patrice-lumumba-national-radio-address>

Film: "Political Assassination, Death Colonial Style: The Execution of Patrice Lumumba," (2010) directed by Thomas Giefer

WEEK 9

March 19- Gamel Abdel Nasser and the Israeli-Palestinian Dispute

Readings: Reynolds, Chapter 7, pgs. 234-242; Gamel Abdel Nasser, "The Six Day War: Nasser's Speech to the Egyptian National Assembly, May 29, 1967",

<https://www.jewishvirtuallibrary.org/nasser-s-speech-to-the-egyptian-national-assembly-may-1967>

March 21- Latin America and Authoritarianism: Agustin Pinochet and Chile

Readings: Reynolds, Chapter 7, pgs. 219-226; Midterm Student Self-Assessment

FILM REACTION PAPER II DUE!

WEEK 10

March 26- Latin America, Military Dictatorship, and Corporatism

Readings: Reynolds, Chapter 3, pgs. 102-107; Eva Duarte de Peron, "History of Peronism, 1951," excerpts 1951 (IMHSB)

March 28- **UNIT TEST II**

UNIT III: THE EXPANSION OF NATIONALISM AND REVOLUTION

WEEK 11

April 2- Communist Revolution in China

Readings: Reynolds, Chapter 2, pgs. Pgs. 42-46; pgs. 54-58; "Mao Zedong Declares a New Nation," 1949 <https://alphahistory.com/chineserevolution/mao-declares-new-nation-1949/> ; "The Political Program of the People's Republic of China," 1949

<https://alphahistory.com/chineserevolution/political-program-peoples-republic-of-china-1949/>

April 4- The Great Leap, Cultural Revolution, and the Cult of Mao

Readings: Reynolds, Chapter 8, pgs. 249-261; "A Teenage Girl Denounces Her Parents, 1968," <https://alphahistory.com/chineserevolution/girl-denounces-parents-1968/>;

'Complaints of Hunger from the Great Leap Forward, 1959'

<https://alphahistory.com/chineserevolution/complaints-hunger-great-leap-forward-1959/>

WEEK 12

April 9- Communist Revolution in Korea

Readings: Reynolds, Chapter 2, pgs. 46-54; "Report of the United Nations Commission on Korea, 1950" (IMHSB)

April 11- Southeast Asia and Revolution

Readings: Reynolds, Chapter 8, pgs. 261-271

WEEK 13

April 16- Cuba, Castro and Missile Politics

Readings: Reynolds, Chapter 6, pgs. 175-182; Ernesto Che Guevara, 'Mobilizing the Masses for the Invasion,' <https://www.marxists.org/archive/guevara/1961/03/28.htm> ; John F. Kennedy, "Kennedy Announces the Quarantine of Cuba, 1962,"

<https://alphahistory.com/coldwar/kennedy-quarantine-of-cuba-1962/> ; Fidel Castro, "Castro Responds to Kennedy's Blockade Address, 1962,"

<https://alphahistory.com/coldwar/castro-responds-kennedys-blockade-1962/>

April 18- The Vietnam War

Readings: Reynolds, Chapter 8, pgs. 271-288; “The Tonkin Bay Resolution, 1964”, (IMHSB); “Viet Cong Program, 1962” (IMHSB)

WEEK 14

April 23- South Africa, Apartheid, and the Black Consciousness Movement

Readings: Reynolds, Chapter 7, pgs. 208-219; “Revolutionary Programme of the African National Congress, 1969,” mbeki.org/2018/09/27/revolutionary-programme-of-the-african-national-congress-an-analysis-of-the-freedom-charter-as -adopted-at-the-national-consultative-conference-morogoro-1969/; “Umkhonto we Sizwe: We Are at War!, December 16, 1961 <https://brians.wsu.edu/2016/11/07/umkhonto-we-sizwe/> “Saso: Black Students and the University, 1972,” <https://blackpast.org/saso-black-students-and-university-1972>

April 25-The Iranian Revolution

Readings: Reynolds, Chapter 11, pgs. 370-402

Film: “Persepolis” (2007) directed by Vincent Paronnaud et.al

UNIT IV: THE POST COLD WAR ERA AND THE RISE OF GLOBALIZATION

WEEK 15

April 30- Globalization and Its Impact

Readings: Chapter 17. Pgs. 650-657; pgs. 679-692.

FINAL EXAM TBA

FILM REACTION PAPER III DUE!