

HIS218-02: WORLD HISTORY SINCE 1945

INSTRUCTOR: DR. SUSAN W. THOMAS

SPRING SEMESTER

EMAIL: swthoma3@uncg.edu

T/Th 3:30-4:45 MHRA 1214

CAMPUS OFFICE: MHRA 2108

OFFICE HOURS: T/TH 12:30-3:00, OR BY APPT.

Useful Links:

History Dept.: <https://his.uncg.edu/>

Dept Facebook Page: <https://www.facebook.com/UNCGDepartmentofHistory/>

Writing Center: <https://writingcenter.uncg.edu/>

Jackson Library: <http://library.uncg.edu/>

Required Course Materials

Hunt, Michael H. *The World Transformed: 1945 to the Present*. New York, NY: Oxford University Press, 2014.

Additional course materials will be located on Canvas or can be accessed online.

Course Overview

This course covers world events since 1945, the end of WWII. The war changed the world dramatically and there is abundant evidence of those changes in our daily lives. We see and hear about the CIA, the United Nations, NATO, the near-constant instability in the Middle East, and the threat of nuclear weapons, all of which are directly linked to the post war changes that occurred worldwide.

The last half of the twentieth century has typically been viewed under the larger umbrella of the Cold War, and much of what we will cover in this course fits well into that framework. While we tend to oversimplify the Cold War in terms of the United States versus the USSR, us versus them, good versus evil, this ideological conflict was complex and its effects reverberated well beyond these two 'superpowers.' We will examine how the climate of the Cold War permeated and shaped world events, how the peoples of the world influenced and reacted to those changes, and what the post Cold War world of today looks like.

Course Goals

General Education Historical Perspectives (GHP) Student Learning Outcomes:

- 1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.**
- 2. Use evidence to interpret the past coherently, orally and/or in writing. General Education Global Perspectives (GL)**

Student Learning Outcomes:

- 1. Find, interpret, and evaluate information on diverse cultures.**
- 2. Describe interconnections among regions of the world. (Must include substantial focus on at least one culture, nation, or sub-nationality beyond Great Britain and North America).**
- 3. Use diverse cultural frames of reference and alternative perspectives to analyze issues.**

1. Use evidence to interpret the past coherently, orally and/or in writing. Critically evaluate written, oral, and/or visual arguments and construct cogent, evidence-based arguments. (LG1)
2. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. (LG3)
3. Describe interconnections among regions of the world. (Must include substantial focus on cultures, nations or sub-nationalities in the Caribbean, Latin America, Middle East/North Africa, Asia, Africa, Pacific Islands, or indigenous peoples around the world). (LG3)
4. Use diverse cultural frames of reference and alternative perspectives to analyze issues. (LG5)

Student Learning Goals:

- GHP SLO1 supports Learning Goal 3
- LG3. Knowledge of Human Histories, Cultures, and the Self: Describe, interpret, and evaluate the ideas, events, and expressive traditions that have shaped collective and individual human experience through inquiry and analysis in the diverse disciplines of the humanities, religions, languages, histories, and the arts. [GLT, GFA, GPR, GHP, GSB, GL, GN]
- GHP SLO2 supports Learning Goal 1 LG1.

Foundational Skills: Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies. [GRD, WI, SI, GLT, GFA, GPR, GHP, GMT, GNS, GSB, GL, GN]

In addition, students will be able to:

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

Communication

You can always reach me via email, noted at the top of the syllabus. There is also a 'Questions for the Professor' forum in the introductory section of Canvas. If your question is of a general nature, then post it there because other students might benefit from knowing the same information and it prevents my receiving several emails about the same point. If it is personal and specific to you only, then email me directly. Either way, I am frequently at my desk and online, so you can be assured of receiving a response to your post or email relatively quickly, but always within 24 hours (with the exception of weekends). That said, do not wait until the last minute to reach out for help or clarification, and note that emails received after 7:00 pm weekdays will be answered the following day. If I email you individually, then you need to respond as soon as possible.

Follow the format below for email correspondence:

Subject line: HIS218

Heading: Address me as Professor or Doctor, but not by my first name, please

Body: Be specific about what you need and use full sentences with proper grammar to communicate.

Closing: Put your full name at the bottom of the email

Please Note:

It is exceptionally easy to misinterpret the tone in email communication because we create our own inflections and often make the wrong assumption about the intent of the sender. I make every effort to communicate respectfully with students and I expect the same in return. I avoid sarcasm and I do

not send angry or belittling emails, so know that whatever I say to you is intended as constructive in tone and content. My goal is for you to succeed in this course and at times that may mean changing how you respond to the questions. If you are angry over something I have written, take time to cool down before emailing me with your concerns so we can sort out the problem, preferably face to face.

Technology

You will need reliable and easily accessible high-speed internet to do the work required, as all assignments (excepting Exam IDs and Map Quizzes) will be submitted via Canvas. If you wait until the last minute and your service goes down or your computer crashes, that will not be an excuse. There is internet and computer service widely available on campus, and wireless is offered in many other public spaces.

I allow laptops and smart phones only for note taking, accessing course materials, and/or for searching for something about which we need further clarification. If I discover you are using your laptop/phone for other reasons, you will lose the privilege.

Questions regarding the functionality of Canvas (can't sign in, course doesn't appear, etc) should be referred to 6-TECH, not to me.

Academic Integrity and Plagiarism

Unless otherwise instructed, students are required to ONLY use the sources provided for this course in responding to all assignments. DO NOT start Googling to find information online, because if you can find it so can I. If you breach this rule, you will receive a zero for the assignment. If it happens more than once, you will receive a zero for the course and I will submit the work in question for handling as a plagiarism offense.

In all cases, cite your references either in the text of your paper (i.e. In his speech before the Berlin Wall, former President Reagan said, "...."), or you can quote/paraphrase the thoughts and include the author in parenthesis along with the name of the document/article.

If you have questions about expectations, ask. To review detailed information about the University Academic Integrity Policy, click here [Office of Student Rights and Responsibilities](#).

Attendance Policy

I do take attendance daily and allow 3 absences before penalizing the attendance portion of your grade for each absence beyond that. Please do not email me to tell me why you are absent until you have reached this limit.

In addition, I count three tardies and/or early departures as one absence. Coming late to class or leaving early is extremely disruptive to the flow of the class, so plan accordingly. If you arrive after I have taken roll, it is your responsibility to remind me of your presence at the end of class.

Course Assignments and Weights

Complete detailed information and rubrics for all assignments will be available on Canvas. We will go over those guidelines prior to completion of the first assignment in each category. Apart from the Map Quizzes and IDs, all work will be submitted via Canvas. I will not accept hard copies or email attachments of essay exams, DBQs, or Current Events.

- **DBQ**—1 per week for 5 weeks @ 3 points ea = 15%
- **Current Events**—1 per week for 5 weeks @ 2 points ea = 10%
- **Map Quizzes**—4 @ 5 points ea = 20%
- **Reading Quizzes**—5 quizzes @ 3 points ea = 15%
- **Midterm Exam (10% for essay/5% for in class IDs)**—15%
- **Final Exam (15% for essay/5% for in class IDs)**—20%
- **Attendance**—5%

Late Policies

Specific Policies for Specific Assignments:

- **DBQ's** will lose ½ point for each day beyond the due date and must be submitted within the following week or you will receive a zero.
- **Current Events:** same as DBQ's.
- **Map Quizzes:** These will be taken in class. If you miss one, you are responsible for scheduling a makeup time during my office hours. The quiz must be made up within the following week or you will receive a zero. You will not be penalized if you have a documented/written excuse for missing the map quizzes as they must be taken in person, not online. Otherwise you will lose 1 full letter grade for the map per class period until you have made it up.
- **Reading Quizzes:** I will close the window on Canvas for the quizzes at the beginning of class period Thurs of each week these are assigned. You therefore will have a full week to complete them, thus I do not allow them to be made up.
- **Midterm Essay Exams:** ½ letter grade deduction for each day your work is late, must be submitted to Canvas within the following week or you will receive a zero.
- **Midterm ID Exams:** You are responsible for scheduling a makeup date during my office hours within a week of missing the in-class ID exam. This must be done within the following week or you will receive a zero. You will not be penalized if you have a documented/written excuse for missing the exam. Otherwise you will lose 1 full letter grade per class period until you have made it up.

Weekly Course Outline

Each week has a corresponding Module on Canvas with detailed instructions for reading and written assignments. Listed below are the topics we will cover weekly.

Week 1	Jan 14: Introduction to course Jan 16: Prologue-World War II Background
Week 2	Jan 21/23: West Sets Parameters for Cold War
Week 3	Jan 28/30: Revolution in China
Week 4	Feb 4/6: Reconfiguring Empires
Week 5	Feb 11/13: Latin America in the Cold War
Week 6	Feb 18/20: Fall of Colonialism
Week 7	Feb 25/27: Worldwide Upheaval in the 1960s

Week 8: Mar 3/5, Spring Break/No Classes for the Week

Week 9 **Mar 10/12: Introduction to Southeast Asia**
EXAM 1: Essay Due to Canvas prior to class time Tue Mar 10
ID Exam: In class Tues Mar 10

Week 10 **Mar 17/19: Indochina and the Vietnam War**

Week 11 **Mar 24/26: Cold War on the Fringes**

Week 12 **Mar 31/Apr 2: The Arab World**

Week 13 **Apr 7/9: Africa and the Fall of Apartheid**

Week 14 **Apr 14/16: Cold War Ends**

Week 15 **Apr 21/23: Globalization Ascendant**

Week 16 **Apr 28: ID Exam in Class**

Final Essay Exam: Tue May 5 by 6:30 pm

The syllabus is intended as guide for the semester and the course schedule will be adjusted as necessary to accommodate unforeseen events (inclement weather/illness, etc). Topic sequence may change in view of world affairs.