

THE WORLD SINCE 1945

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HIS 218-02
Online Course
Spring 2020
UNC Greensboro

COURSE DESCRIPTION:

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.

REQUIRED BOOKS:

- Robert J. McMahon, *The Cold War: A Very Short Introduction* (Oxford: Oxford University Press, 2003). ISBN: 978-0-19-280178-4. Also available as an e-book through UNCG library
- Michael H. Hunt, *The World Transformed, 1945 to the Present: A Documentary Reader**. *Second Edition* (New York: Oxford University Press, 2015). ISBN: 978-0-19-937103-7. Make sure that you get the "A Documentary Reader" edition!!
- Luong Ung, *First They Killed My Father: A Daughter of Cambodia Remembers* (New York: Harper Collins Publishers, 2000). ISBN: 139780060856267
- Khaled Hosseini, *A Thousand Splendid Suns* (New York: Riverhead Books, 2007). ISBN: 978-1-59448-950-1 OR 9781594483851

GRADING:

QUIZZES (10% each)	40%
PROJECTS (10% each: two papers and one video presentation)	30%
DISCUSSION BOARD (10% for each post, with each post requiring two submissions)	30%

<u>GRADING SCALE:</u> A= 93-100	A- =90-92		
B+= 87-89	B=83-86	B- =80-82	
C+= 77-79	C=73-76	C- =70-72	
D+=67-69	D=63-66	D- =60-62	F=59 or lower

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 by using 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 history and its importance today.

IMPORTANCE OF READING THIS SYLLABUS:

It is always important to read a course syllabus carefully, especially for online courses. You are responsible for understanding the content of this syllabus and adhering to the policies that it sets forth. There will be a syllabus quiz which counts for 10 percent of your overall course grade!

NOTE ABOUT HALF-SEMESTER ONLINE COURSE:

Since we do not meet face-to-face in a traditional classroom, students should expect that an online course comes with a greater amount of reading and viewing of slides and course videos than would reasonably be expected from a face-to-face course. Students should also be aware that half-semester courses are more intensive per day than similar full-semester courses.

READINGS:

Students should take notes on the readings, including some facts, but also noting the central arguments and points of analysis. You should also write down any reactions you have to the readings in your reading notes. Your notes will be helpful on quizzes, discussion boards, and projects. Aside from the books, readings are available on Canvas (Files) or on the internet.

EARLY SUBMISSION OF ASSIGNMENTS:

Any project or quiz can be submitted up to seven days prior to its due date (except for the first week). See "Discussion Board Posts" below for rules on early discussion board submissions.

LATE ASSIGNMENTS:

Late assignments will be penalized ten points (out of 100) each calendar day they are late. Any assignment that is five days late or more receives a zero. **Discussion board posts cannot be turned in late.** Any late discussion board submissions will receive a score of zero.

QUIZZES:

Submit quizzes via Canvas, after completing all prior tasks. Students can utilize any of the class materials, such as readings, notes, slides, and videos, for the quizzes. Be sure to leave yourself ample time to complete a quiz so you can look back at your notes or any class material to help. **You may not seek answers from other students;** such an action will be considered an academic integrity violation that will be referred to the Department Chair and/or Dean of Students. Quizzes must be **submitted** by 11:59 P.M. on the due date.

COMMUNICATION:

“Three Before Me”: Before e-mailing me, a student should check to see if their question could be answered by 1) Reading the syllabus carefully 2) Checking Canvas for updates, including class announcements 3) Carefully reading an assignment prompt or quiz instructions, or by watching course videos and viewing class slides. If a student has done their due diligence in seeking an answer, I am more than happy to assist via e-mail. If a student has problems understanding course content, they are welcome to seek a meeting. Students can expect e-mail responses within 48 hours, but in almost every case my response will be quicker. If I have not responded within 48 hours, please check your sent mail to ensure that your e-mail went through. If so, send me a follow-up e-mail. Students should check Canvas often (3-4 times per week) for updates, including announcements and file uploads. I suggest checking grades frequently to ensure that you have received credit for your work. If there is a grade concern, let me know immediately.

DISCUSSION BOARD POSTS:

Discussion board posts require two separate submissions, which should be clearly labelled:

A) The student’s original thoughts on the question or prompt, rooted in evidence from the readings, class slides and/or videos. B) A response to another student’s post in which you analyze their statements or provide further evidence to support their initial post. You may post up to five days in advance for submission A if you have completed all the tasks (readings, slides, videos) prior. For submission B, you can post after the deadline for submission A has passed. See the class schedule for due dates. **Each submission should be 5-8 sentences.** Thus, the total would be between 10-16 sentences for submissions A and B combined. **You should strictly adhere to these sentence restrictions.** Any submission under five sentences will automatically lose points. Statements such as “Great Post” or “I agree with what you said” will not count as part of the minimum sentence requirement.

WHAT SHOULD I WRITE IN MY POSTS? Discussion board posts provide a chance to demonstrate that you have thought critically about class readings, videos, and slides. Thus, you should give your thoughts on certain topics (especially controversial ones), **but those thoughts should be rooted in some sort of evidence.** You should think carefully about what you want to say and write clearly. You should make your points as concise as possible. Posts that have grammar or spelling mistakes will lose points. **Submission B should respond in a thoughtful way to another student’s post and should also include specific evidence from class readings, slides, or videos.** Always be respectful and never personally attack another student. However, you are permitted to challenge another student’s interpretation or suggest how their interpretation might be improved. You can also agree with other students’ posts, but you should not merely reiterate what they said. If you quote or paraphrase an author (which helps you get a high score, put the author’s name and the page number. For example: (McMahon, 58).

SLIDES:

I strongly suggest that you take notes from the slides. Many of the PowerPoint slides include blanks for you to fill-in. The answers for the blanks can be found in a variety of ways. Some of the answers will come from the teacher videos that I have created. Others come from course readings. In other cases, I have provided the answers on the final slide(s) of the presentation, including relevant explanations. **Some of the slides have videos or other links embedded in them. If so, you should view the video or link unless otherwise noted.**

VIDEOS:

You should take notes from the teacher-created videos and all other class videos. Write down important facts, but also write your thoughts about significant themes. Feel free to e-mail me with questions if you are unclear on any topic, or if you would like to discuss it further.

SUBMITTING PROJECTS:

Submit projects via e-mail attachment to bwsuttel@uncg.edu no later than 5:00 P.M. by the date listed. The title of your document should be P(number of project) followed by a space and then your last name (Capitalize first letter) and your capitalized first initial.

For example: P1 SuttellB

Project 2 would be: P2 SuttellB

Written documents should be typed in Microsoft Word. Let me know if this is not possible for you. Use Times New Roman, 12-point font with one-inch margins, and double-spacing. I recommend you submit projects a day early to allow for technical problems, including power or internet outages. Such instances will not be accepted as excuses for late submissions. I also recommend saving your work repeatedly in different formats. A computer crash or lost zip-drive or similar occurrences will not be accepted as excuses for late submissions.

-The papers require you to use Chicago/Turabian style footnotes for citations. See paper prompts for details.

-Project 3 requires you to submit a video presentation. Details will be included in the prompt (on Canvas). Be sure to strictly adhere to the 3-5 minute presentation guideline.

-All projects must include the following statement followed by the student signature and date.

For the video presentation, you may state it verbally or include the statement via e-mail.

I HAVE ABIDED BY THE UNCG *Academic Integrity Policy* ON THIS ASSIGNMENT.

Student's Signature _____ Date _____

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 may result in an "F" for the course and will be referred to the Dean of Students Office. Students must view the UNCG videos on plagiarism. Students are not permitted to ask other students for answers to quiz questions. Such an action will be considered an academic integrity violation. For more information, see the University's Academic Integrity Policy at the following website: <http://sa.uncg.edu/handbook/academic-integrity-policy/>

NOTICE:

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, 334-5440, <https://ods.uncg.edu>

PACING YOUR WORKLOAD:

This course has been designed to allow for some flexibility in the time for completion of readings and assignments. When you see “SUBMIT,” these are considered tasks with hard deadlines that will be penalized if not turned in on time. You should complete all the tasks in order. I recommend placing a check next to each task once it is completed. You should never wait until the last minute to try to complete a lot of tasks. You may choose to complete the readings early, and I do not recommend that you get far behind. The same is true for any of the class videos and slides. To allow for emergencies or sicknesses, it is a good strategy to attempt to always stay at least a day or two ahead of the suggested schedule.

NOTE: The following schedule is subject to minor changes and adjustments. Students will receive notice of any changes via Announcements in Canvas.

COURSE SCHEDULE:

INTRODUCTION

- __ Get course books if you have not already done so (January 13)
- __ Read syllabus carefully (January 13)
- __ View Canvas Announcement: 218 Course intro (January 13)
- __ View teacher video: Plagiarism (January 13)
- __ View PATH Module 8: 3 videos and explanations and Academic Integrity Message at: <http://library.uncg.edu/tutorials/index.aspx?m=8> (January 14)
- __ **SUBMIT QUIZ #1 (Syllabus and Plagiarism Quiz) January 15 by 11:59 P.M.**

PART ONE: THE POSTWAR WORLD

- __ Read: McMahon, Chapter 1 (1-15) (January 14)
- __ Read Hunt, 114-122 (January 14)
- __ Read McMahon, Chapter 2 (p.16-34) (January 15)
- __ View slides: Colonization in Africa (January 15)
- __ View: Colonization in Africa website (link at end of Colonization in Africa slides) (Jan. 15)
- __ View slides: Independence Movements, Africa (January 16)
- __ Listen to speech by Kwame Nkrumah (In the Independence Movements, Africa slides- go to the radio button #5, “Colonialism, Imperialism, and Racism in Africa”) (January 16)
- __ View teacher video: Ghanaian independence movement (January 16)
- __ Read: Hunt, 234-247 (January 16)
- __ Read: Hunt, 255-260 (January 17)
- __ View slides: Apartheid in South Africa (January 17)
- __ Read: Hunt, 384-397 (January 17)
- __ Complete Primary sources assignment: NOTE: You will not actually “turn in” the assignment but there will be questions from the quiz based on the assignment (January 21)
- __ **SUBMIT: DISCUSSION BOARD POSTS: Submission 1A due by 11:59 P.M. on January 21; 1B due by 11:59 P.M. on January 24**
- __ View slides: Cold War Roots (January 22)
- __ Read McMahon, Chapter 3 (35-55) (January 22)
- __ Read Hunt, 28-35, 132-138 (January 23)
- __ Read: McMahon, Chapter 4 (56-77) (January 23)

- __ View slides: Sit-Ins, Student Organizing (January 24)
- __ View slides: Revolution of 1963 (January 24)
- __ View Teacher Videos: 1963 (January 24)
- __ View slides: Freedom Summer, C.R, V.R. Act (January 27)
- __ View Slides: Black Power (January 27)
- __ Read: Hunt, 158-163 (January 27)
- __ Read: McMahon, 78-97 (January 27)
- __ View Teacher Video- Race in Cuba (January 28)
- __ View Teacher Video- Civil, Human Rights, US, Cuba (January 28)
- __ View slides: Cuba (January 28)
- __ Read: Hunt, 168-172 (January 28)
- __ View video: Mothers of the Disappeared (Link on Canvas) (January 28)
- __ **SUBMIT PROJECT 1 VIA E-MAIL BY 11:59 P.M. ON JANUARY 29**
- __ **SUBMIT QUIZ 2 BY 11:59 P.M. ON JANUARY 30**

PART TWO: THE COLD WAR FROM AN INTERNATIONAL PERSPECTIVE

- __ View slides: Cultural Cold War (January 31)
- __ View slides on 20th Century China, Cultural Revolution (January 31)
- __ View “Red Guards” video (link in the 20th Century China slides) (January 31)
- __ View teacher videos: Cultural Revolution and its legacy (January 31)
- __ Read: Hunt, 260-264 (January 31)
- __ View Slides: Korean War, Vietnam (February 3)
- __ Read: McMahon, 99-104 (February 3)
- __ Complete Vietnam War assignment NOTE: You will not actually “turn in” the assignment but there will be questions from the quiz based on the assignment. (February 3)
- __ **SUBMIT DISCUSSION BOARD POSTS: 2A due by 11:59 P.M. on February 4: 2B due by 11:59 P.M. on February 7**
- __ View Teacher Video: Khmer Civilization (for background information) (February 5)
- __ Read Luong Ung, *First They Killed My Father*, 1-78 (February 5)
- __ Read Luong Ung, 79-164 (February 7)
- __ View slides: Cambodia (February 10)
- __ View: “Shadows Within” documentary, produced by Cinefete (Available through UNC Library: You do not need to watch the entire documentary: View #6 “Life Under the Khmer Rouge,” #8 “Remnants of the Khmer Rouge,” and #9 “Landmines in Cambodia” (February 10)
- __ View film: *The Killing Fields* (1984), directed by Ronald Joffe- Available for a small fee on Google Play, Amazon Prime Video, YouTube Movies. DVD available in UNCG library (February 11)
- __ Read Luong Ung, 165-238 (February 12)
- __ **SUBMIT PROJECT 2 (Paper on *First They Killed My Father*) BY 11:59 P.M. ON FEBRUARY 13**
- __ View slides: Détente, 1970s (February 14)
- __ Read: McMahon, Chapter 7 (122-142) (February 14)
- __ Read: Hunt, 272-282 (February 14)
- __ Read: Hunt, 297-304 (February 18)
- __ Read: McMahon, Chapter 8 (143-168) (February 18)

__ **SUBMIT QUIZ 3 BY 11:59 P.M. ON FEBRUARY 18**

PART THREE: TRADITION AND TRANSITION IN THE MIDDLE EAST

__ Read: Hosseini, *A Thousand Splendid Suns*, 1-94 (February 19)

__ View slides: Afghanistan (February 19)

__ Read: “Arab-Israeli Wars” (February 20): <https://www.britannica.com/event/Arab-Israeli-wars>

__ Read: “Two State Solution (February 20)”: <https://www.britannica.com/topic/two-state-solution>

__ View Film: “Paradise Now,” directed by Hany Abu-Assad (link on Canvas): Also available through online sellers (February 21)

__ Read: Hosseini, 97-175 (February 24)

__ View slides: Terrorism (February 24)

__ Reading: Hunt, 445-450 (February 25)

__ View slides: Iran (February 25)

__ View slides: Iraq (February 25)

__ View Teacher Video: TBA (February 25)

__ **SUBMIT DISCUSSION BOARD: 3A DUE BY 11:59 P.M. ON FEBRUARY 25; 3B DUE BY FEBRUARY 27**

__ Read: Hosseini, 179-329 (February 26)

__ Read: Hosseini, 333-370 (February 27)

__ **SUBMIT PROJECT 3 (Video presentation on *A Thousand Splendid Suns*) BY 11:59 P.M. ON FEBRUARY 28**

__ **SUBMIT QUIZ 4 BY 11:59 P.M. ON MARCH 9 (NO LATE QUIZZES ALLOWED)**

__ **FINAL DAY TO SUBMIT PROJECT 3 FOR A LATE GRADE: MARCH 9 BY 11:59 P.M.**