

HIS 218-11: The World of the Twentieth Century Since 1945

Spring 2021

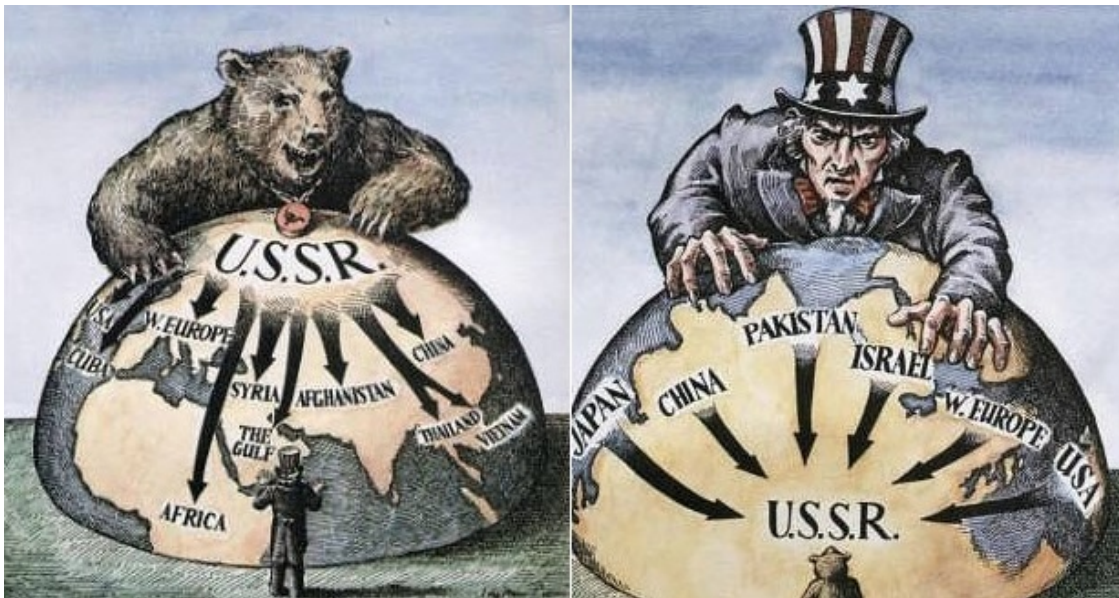
(Online Course)

Online office hours: Monday -Friday 10:00 am- 4:00 pm

In an effort to maintain open lines of communication, please know that this email is not monitored continuously during my office hours. I will make my best effort to respond to queries within 24 hours, except on weekends. Thank you!

Professor: Kimberly M. Cheek

Email: kmcheek2@uncg.edu



COURSE DESCRIPTION:

This course provides a historical survey of world events from 1945 to the mid-1990s, which is defined as the Cold War Era. This course is organized geographically. It will focus on four major themes: the social, political and economic roots of the Cold War and the emergence of superpowers, the anti-colonial movements in Africa, Asia, and the Middle East, the Cold War Connections between the anti-imperial struggles, and the rise of globalization during the late 20th century.

By understanding these historical developments, students will recognize that those historical events that they encounter within the course are not isolated but interconnected and interdependent. Additionally, they will develop an appreciation for how the present is a result of these historical events that prepare students to function as conscious historical actors and responsible citizens within the 21st-century global community. The study of

history is a creative process that is based on the analysis of historical evidence in order to open up a “conversation” that involves the professor, students, and historical actors. **This class fulfills the General College Historical Perspective (GHP), Modern era (GM0), and Global non-Western markers (GN).**

Throughout the semester, you will learn a number of historical thinking skills that will guide you on your journey of investigating the collective past.

These skills are as follows:

General Education Historical Perspectives (GHP) Student Learning Outcomes:

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).

DISCUSSION BOARD ETIQUETTE/NETIQUETTE:

In your communication with other students, please:

- Clarify and support the position you take in your answer or reply
- Suggest ways in which an idea could be more clearly expressed
- Identify passages where you think the writer misunderstood a concept or applied it incorrectly
- Disagree with a point made in an answer, rather than the other person

If you disagree with the views of another student, please:

- Be constructive and respectful
- Politely critique a position on an issue, but not the person
- Avoid sarcasm, the use of slang, swearing, language that would be considered rude or argumentative
- Avoid the use of “text-speak”
- State precisely the point you disagree with

EQUITY, DIVERSITY, AND INCLUSION STATEMENT:

UNCG fully supports and values an inclusive community with a visible and meaningful representation of diversity. We seek to promote a climate of civility and respect, where

diverse viewpoints and experiences are welcomed. UNCG is committed to protecting the rights of all to ensure that each person in our community is empowered, valued, and respected for their contributions to the mission of this university. As a minority-serving institution, we embrace our role as serving a large, diverse student body and we are committed to our mission of providing access and opportunity for all.

REQUIRED READING:

You are not required to purchase a textbook for this course. Instead, the course readings will be uploaded to the weekly modules in Canvas. This course also uses primary and secondary readings and lectures that will provide the context and background needed to comprehend the topics presented. The instructor will upload these materials.

COURSE POLICIES

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

ACADEMIC SUPPORT: For assistance with a writing assignment, contact the University Writing Center, which is located in the 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 the option of scheduling appointments with a staff member or dropping in. The website is <http://writingcenter.uncg.edu/>.

Disability Accommodations

If you have specific recognized physical, medical, psychological/psychiatric, or learning disabilities that may require accommodations (see full list at [http://ods.uncg.edu/student-services/register-with-ods/\(Links to an external site.\)](http://ods.uncg.edu/student-services/register-with-ods/(Links%20to%20an%20external%20site.))), please contact the Office of Accessibility (336.334.5440; Suite 215 EUC: [http://ods.dept.uncg.edu/\(Links to an external site.\)](http://ods.dept.uncg.edu/(Links%20to%20an%20external%20site.))) to register and set up an accommodations system. You may need to provide documentation of your disability to this office. It's best that you inform me of your needs as early in the semester as possible so that we can coordinate our efforts.

COURSE COMMUNICATION:

I will update Canvas regularly with assignments and readings. I will also use Canvas to post announcements (and send email messages to the class). It is your responsibility to check Canvas daily during the workweek (Monday-Friday) excluding holidays.

Ask The Professor Discussion Board: I am happy to answer questions in order to assist you in your learning. I enjoy interacting with students about the class and want you to be successful in the course. For questions regarding class content or assignments, use the “Ask the Professor” discussion board.

3 Before Me: Please note that in this course, there is a “3 Before Me” policy when contacting the instructor. This means that before contacting me through Canvas Conversations for assistance of any kind (other than personal/confidential issues), you are expected to note 3 things you did to find answers before coming to us (e.g., read the syllabus, asked your question on the Ask the Professor discussion board, looked through all course materials on Canvas, or contacted 6-TECH). You might be surprised by how many students either share your concerns and/or have the solution.

Canvas Conversations: If you have something personal or confidential to discuss, you can email me through Canvas Conversations or schedule an appointment to chat via instant message or Google Hangout. I will check email in Canvas Conversations and respond to students Monday-Thursday (excluding holidays). Please do not expect a response during the weekends or after 2 pm during the week. You can expect to receive a response within 24 hours (not including holidays or the weekends).

Zoom: If you need to discuss issues regarding grades or any other confidential matter you should schedule a Zoom meeting.

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. Requests 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 licensed 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

Please note that all assignments must be submitted electronically by 11:59 pm on the date they are due. Assignments must be submitted through the links in the “Assignments” tab in Canvas. Late assignments will not be accepted without documentation of an extenuating circumstance. The professor will evaluate extenuating circumstances for late work on a case-by-case basis. Detailed guidelines will be provided for each assignment or exam. Failure to adhere to these guidelines will result in a loss of points. No make-up work or extra credit assignments will be given.

Lectures and Note-taking:

The PowerPoints that will be utilized in this course will be posted on Canvas. You should get in the habit of taking notes as you view them. 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.

Grade distribution:

A: 467-500 points

A-: 450-466 points

B+: 436-449 points

B: 419-435 points

B-: 400-418 points

C+: 386-399 points

C: 370-385 points

C-: 369-350 points

D: 336-349 points

D+: 335-349 points

F: 299 points or below

OVERVIEW OF COURSE ASSIGNMENTS:

Reading Quizzes

A weekly multiple-choice reading quiz that includes 10 questions related to the lectures and assigned readings will be administered to measure your comprehension of the readings and the topics covered. You will have 30 minutes to take this quiz. You will be given two opportunities to take this quiz. The highest score will be counted. **The quiz will be posted during the first week of the module. You will have from Monday until Friday by 11:59 pm EST to complete this assessment. These quizzes cannot be made up.**

Discussion Posts

You will participate in online discussions where you respond to a prompt that focuses on the PowerPoint lecture material and the assigned readings that you will engage in during the semester. These posts are designed to foster your critical thinking, active engagement, and reflection on the course and encourage interaction between you and your classmates. Discussion posts will be completed during the second week of the module. **Your first post is due on Thursday by 11:59 pm EST and your second post**

is due on Friday by 11:59 pm EST. Your final grades will be emailed to you in Canvas Conversations. It is your responsibility to record them in a spreadsheet or notebook.

Detailed instructions regarding the prompts will be posted with the prompts. The points for each discussion post will always be noted in the prompts.

Examinations

A midterm and final examination will be administered in this course to assess your progression. These exams are designed to provide students with space to grapple with historical information that has been presented through the course lectures and assigned readings. The format will include identification questions, a primary source document excerpt with short-response questions, essay questions. Students can utilize lecture notes, primary source documents, and other ancillary materials that have been provided by the instructor to support their arguments. Directions regarding length, font style, citation style, and margins will be provided at a later date in Canvas. The exam will be submitted in Canvas. **An exam study sheet will be provided in order to aid you in your preparation. This study tool will be uploaded to Canvas one week before the scheduled examination.**

Reflective Analytical Essay

You are required to write a **5-page** reflective analytical essay for this course. A major benefit of reflective writing is that it empowers students to identify their existing knowledge base and to reflect on new knowledge that has been learned in the class. This assignment is also intended to assess what new perspectives or opinions that you have learned and to what new conclusions (if any) that you have formed. This is an intellectual space for you to explore, practice critical thinking, and apply the skills/knowledge that you have learned in the class. To make this assignment a bit easier, I would encourage you to take observation notes concerning your thoughts on the material as you proceed through the modules.

GRADING DISCUSSION POSTS

A: Discussion post reflects well-developed ideas that address the entire prompt. The response reflects critical thinking, analysis, synthesis, and evaluation of the applicable reading material. The post reflects clarity of argument, depth of insight into issues, and relevance. Sometimes it includes unusual insight, and it reflects a well-supported argument. The post also reflects the citation of the PowerPoint Lecture and other assigned readings to support points. It also reflects the correct MLA citation. (NO ONE MAKES A PERFECT SCORE)

B: Discussion post reflects developing ideas that have the possibility to stimulate discussion. The post reflects the beginning of critical thinking. They are generally accurate but could be improved with more analysis and creative thought. They reflect a tendency to recite textual facts and other information from the PowerPoint Lecture and assigned readings rather than address issues by providing a deeper analysis. The post may reflect MLA citations.

C: The ideas are there but not fully developed and the post does not stimulate any discussion. Evidence of critical thinking exists but is not fully developed. Tangential issues may be addressed at the expense of addressing the entire question that is being asked in the prompts. There is some accuracy, but much more analysis and thought are needed. The post almost exclusively repeats information from the text and/or lecture material without digging deeper. This post may or may not reflect citation.

D: Poorly developed ideas that do not fully address the discussion; Poorly developed critical thinking. No citation of assigned reading material/PowerPoint lecture. This post may or may not reflect citation.

F: I DO NOT EVEN NEED TO GO THERE!

CITATION REQUIREMENTS FOR HIST 217-01:

Citation is important because it allows the reader to evaluate the quality of the sources used and to give credit to the author of these sources. Without proper citation, the professor might think that you are guilty of plagiarism. Therefore, it is important to cite every quote, paraphrased passage, and/or directly quoted passage that is drawn from primary and secondary sources. This course will use parenthetical in-text citations (MLA Style). To compose properly formatted citations, it is suggested that you access the following website through the Jackson Library home page: <http://uncg.libguides.com/citation/mla>.

ASSIGNMENTS AND POINT DISTRIBUTION:

SYLLABUS QUIZ	15 POINTS (03/19)
READING QUIZZES (3) POINTS	60 POINTS [20 Points apiece]
DISCUSSION POSTS (3):	75 POINTS (25 Points apiece]
REFLECTIVE ANALYTICAL ESSAY	100 POINTS (4/30)
MIDTERM EXAMINATION	120 POINTS (4/19)
FINAL EXAMINATION	130 POINTS (TBA)
	TOTAL= 500 POINTS

COURSE MODULE SCHEDULE

*******This syllabus is subject to change at the instructor's discretion*******

MODULE 1: THE BEGINNING OF THE COLD WAR

Week 1 [3/15-3/19]

PART I: INTRODUCTIONS, SYLLABUS, COURSE MECHANICS

Assignments: Welcome Power Point and Syllabus Quiz

Week 2 [3/22-3/26]

PART II: EMPIRES, IDEOLOGIES, NATIONALISM AND ANTI-IMPERIALISM

Discussion Board 1

MODULE 2: THE EARLY COLD WAR

Week 3 [3/29-4/1]

PART I: THE COLD WAR AND BIPOLARITY

Readings: Joseph Stalin, Response to Churchill's Iron Curtain Speech, 1946; "Marshall Explains the Need for European Recovery"

Quiz 1

Week 4 [4/5-4/9]

PART II: A WORLD MADE A NEW? THE UNITED NATIONS AND HUMAN RIGHTS DISCOURSE

Readings: Eleanor Roosevelt, "The Struggle for Human Rights Speech," (1948); W.E.B. Du Bois, "Colonial Questions Ignored at the Dumberton Oaks Session," October 1944

Discussion Board 2

MODULE 3: THE COLD WAR IN ASIA AND AFRICA

Week 5 [4/12-4/16]

PART I: THE COLD WAR IN ASIA: INDIA, CHINESE NATIONALISM, KOREA, AND VIETNAM

Readings: "Documents on the Bandung Conference," "Muhammed Jinnah, "Muhammed Jinnah and Partition," Mao Zedong "Declares A New Nation, 1949"

MIDTERM EXAM

Quiz 2

Week 6 [4/19-4/23]

PART II: COLD WAR CONFLICTS IN WEST, SOUTH, AND EAST AFRICA

Discussion Board 3

Readings: Jomo Kenyatta, "Speech Made by Jomo Kenyatta at the Kenya Africa Union Meeting, 1952;" Kwame Nkrumah, "I Speak of Freedom Speech;" "SASO Black Student's Manifesto"

MODULE 4: THE COLD WAR IN LATIN AMERICA

Week 7 [4/26-4/28] THE TRANSNATIONAL DIMENSIONS OF THE CUBAN REVOLUTION

Readings: Fidel Castro: "Why the United States Hates the Cuban Revolution," 1961

Che Guevara, "Mobilizing the Masses," March 28, 1961

Quiz 3

REFLECTIVE ANALYTICAL ESSAY DUE!