

Syllabus: HIS

Course Information:

Course: HIS

Instructor: Kelsey Walker (she/her/hers)

Email: kewalke3@uncg.edu

Course Location: Curry 303

Meeting dates and Times: **Mondays and Wednesdays** 5:00-6:15 PM

Course Description:

This class will examine global issues in the contemporary world, focusing mainly on the post-World War II period, from the dropping of atomic bombs on Japan in August 1945, to the complex, high-tech, evolving world of today. We will examine some of the important political, economic, social, and cultural changes of the second half of the twentieth century and how these changes have shaped the world we live in today.

Student Learning Outcomes:

Students will be able to:

- Examine primary sources to construct original arguments in writing
- Use evidenced-based reasoning to interpret the past coherently while developing and presenting a written argument
- Critically evaluate sources for quality, relevance, and perspective

Students will also be able to develop a research project that:

- Articulates and explains an original research question
- Synthesizes appropriate scholarly resources
- Utilizes and interprets primary sources to justify an original argument
- Navigate a variety of information systems, including the library's website, catalogs, and databases, in order to access information in various formats.

In a Global Engagement and Intercultural Learning course, students will:

- Describe dynamic elements of different cultures. These elements may include (but are not limited to) aesthetic systems, communication systems, economics, physical environments, ethics, gender norms, geography, history, politics, religious principles, or social beliefs, norms and practices.
- Explain how similarities, differences, and connections among different groups of people or environmental systems affect one another over time and place.

In this course, student learning related to MAC Global Engagement and Intercultural Learning will be assessed through a issue analysis research project.

Instructions:

This course will run using Canvas. To begin the course, login to Canvas using your UNCG login and click the course name. All materials are listed in the order they are to be completed and are to be submitted on Canvas.

Learning in Times of Crisis: A Reminder to Students

During this time of extraordinary crisis, I want to remind all students that your health (mental and physical) and safety come first. When facing a crisis, I do not want your first thought to be, “I have to get my activity submitted by tonight!” Instead, focus on your own well-being first, and only then move on to other things.

Should something happen that hinders you from completing your materials on time, don’t panic! Reach out to me and let me know you need more time. We can work together to establish a timeline that works for you. For more, see [Statement of Principles for Teaching in the Time of a Pandemic \(opens word doc\)](#).

Course Materials:

You are not required to purchase any textbooks or other materials for this course. All readings and materials will be accessible via Canvas and can be accessed listed by due date in each module page.

Course Policies:

Grading:

All assignments are due on the listed date. If you cannot meet a deadline, for any reason, send me an email notifying me and I will be happy to give you an extension. Incomplete work or late work submitted without an email notification will be given a zero.

Assignments will be graded within one week of submission.

1. **Guided Reading Questions (5 points each):** Each module contains primary and secondary source documents with guided reading questions. Be sure to thoughtfully respond to each question, as you will need to reference these documents in your discussion posts and final paper.
2. **Small Group Discussion Posts (5 points each):** Each module contains a series of questions for you to respond to in your small group. Respond fully and thoughtfully to each question and post them for your small group. Read through your groupmates' responses and note any differences.
3. **Activities and Worksheets (5 points each):** Complete the assigned worksheets and activities by the date listed.
4. **Discussion Posts (10 points each):** Each module contains a discussion question. Your responses should be specific, using examples from the readings and lectures, with a minimum of two full paragraphs. Think of these as mini essays, so make sure to proofread and use proper writing and grammar. You must also respond to two of your classmates in a thoughtful and substantive way.
5. **Assignments (15 points each):** These assignments are designed to help you create your final research poster project. Each Research and Writing Workshop is devoted to a particular element of the final research project, giving you a chance to practice and receive feedback from your peers and instructor before submitting your final project.
6. **Final Research Project Poster and Bibliography (100 points):** This guided research project will be developed over the course of the semester. The final project includes a research question, brief introduction to the key historical context, thesis statement, 2 primary sources and 1 scholarly secondary source.

Attendance:

To be considered “present” for the week, you must submit at least one assignment or activity due that week. You are required to meet with me (see course dates for details) once during the semester. You can choose to do this meeting in person or online (via Teams).

Communication Expectations:

Students follow netiquette guidelines to ensure respectful and inclusive communication in class discussion boards, small groups, email, and other online platforms. We will work together during our first module to outline and layout what a respectful classroom looks like and share strategies for building an inclusive online space.

Email is the best way to reach me. Between the hours of 9-5 Monday-Friday, I will respond to your email within 48 hours. Be sure to send in email in adequate time to receive a response,

particularly if a due date is coming up. I will use e-mail to contact you, so you must check your UNCG email account regularly.

I am always happy to help you to succeed in this course in any way that I can. Please do not hesitate to reach out to me.

I can be reached at kewalke3@uncg.edu

Plagiarism

Plagiarism is presenting the words or ideas of others without giving them credit. Any source that you use in your work (i.e. books, documents, articles, webpages) must be properly cited. If you use someone else's exact words they must be enclosed in quotation marks and be followed by a citation. If you put someone else's ideas into your own words, you must also use a citation.

Plagiarism includes copying and pasting any text from the internet into a document without using quotation marks and a citation.

Anyone who commits plagiarism will be penalized. For more information, see [Student Policy Handbook: Academic Integrity](#) (<https://drive.google.com/file/d/0B0rFGGhJvbDHUExSZmFFaWFmb00/view>)

Weekly Breakdown

Week 1: Course Introduction

Optional In-Person Class: Monday, January 10th at 5:00PM

Due: Friday 1/14 at 11:59 PM

Central Historical Question: *What is History and why do we study it?*

Review:

Welcome Message

Course Introduction

Historical Thinking Chart

Small Group Discussion Post: Introductions

Complete: Introductory Worksheet

Discussion Post: Icebreaker

Week 2: Introduction to Historical Research

Optional In-Person Class: Wednesday January 19th at 5:00PM (Monday Holiday)

Due: Friday 1/21 at 11:59 PM

Central Historical Question: *What is the difference between primary and secondary sources?*

Review: What are Primary and Secondary sources?

Complete: Primary v. Secondary Sources worksheet

Small Group Activity: Primary v. Secondary Sources

Review: Final Research Project Assignment Guidelines

Discussion Post: Research Topic

Week 3: The Origins of the Cold War

Optional In-Person Class Meeting: Monday January 24th at 5:00PM

Due: Friday January 28th at 11:59 PM

Contextualization Workshop

Central Historical Question: *What were the origins of the Cold War?*

WATCH: “USA vs. USSR Fight! The Cold War: Crash Course World History #39

READ: Cold War Primary Source Documents

RESPOND: Guided Reading Questions: The Cold War Primary Source Documents

SMALL GROUP DISCUSSION: The origins of the Cold War

READ: Wood, “From the Marshall Plan to the Third World”

RESPOND: Guided Reading Questions: Wood

DISCUSSION POST: What were the origins of the Cold War?

ASSESSMENT: Cold War Foreign Policy

Week 4: Research and Writing Workshop: Selecting Your Topic Using Credible Online Sources

Optional In-Person Class Meeting: January 31st at 5:00PM

Due: Friday February 4th at 11:59 PM

Review: Finding Credible Information Online

Watch: John Green, “Who Can You Trust? Crash Course Navigating Digital Information #4”

Activity: Determining the Reliability of Online Sources

Small Group Discussion Post: Introducing Your Research Topic

Assignment: Selecting Your Topic Using Credible Online Sources

Discussion Post: Strategies for Online Research

Week 5: The Chinese Revolution

Optional In-Person Class Meeting: February 7th at 5:00PM

Corroboration Workshop

Central Historical Question: What were the origins and outcomes of the Chinese Revolution?

Due: Friday February 11th

WATCH: Communists, Nationalists, and China's Revolutions: Crash Course World History #37

SMALL GROUP DISCUSSION POST: Cultural Revolution Propaganda

READ and RESPOND: China’s Cultural Revolution Primary Source Documents and Guided Reading Questions

READ:

RESPOND:

DISCUSSION POST: China’s Cultural Revolution

ASSESSMENT: China’s Cultural Revolution

Week 6: Research and Writing Workshop: Developing a Research Question

Optional In-Person Class Meeting: Monday February 14th

Due: Friday February 18th at 11:59 PM

2/14-2/20

Watch: John Green, “Check Yourself with Lateral Reading”

Activity: Practice Developing a Research Question

Activity: Practice Broadening or Narrowing Your Search

Small Group Discussion Post: Developing a Research Question

Discussion Post: Research Question

Assignment: Developing a Historical Research Question

Week 7: Decolonization

Optional In-Person Class Meeting: Monday February 21st

Due: Friday February 25th at 11:59 PM

2/21-2/27

Historical Significance Workshop

Central Historical Question: What were the strengths and weaknesses of India's Partition Plan?

WATCH: Decolonization and Nationalism Triumphant: Crash Course World History #40

https://www.youtube.com/watch?v=T_sGTspaF4Y&list=PLBDA2E52FB1EF80C9&index=41

Lesson: Decolonization and the Partition of India

Read and Respond: India Partition primary source documents and Guided Reading Questions

Read: Mangat Rajwant, "Legislating Women's Lives: Women and the Partition of India," *Canadian Woman Studies* 19:4 (Winter 2000): 61-65.

RESPOND: Rajwant Guided Reading Questions

ASSESSMENT: Historical Significance (Partition of India)

Week 8: Research and Writing Workshop: Is it Scholarly and Why Should I Care?

Optional In-Class Meeting: Monday February 28th

Due: Friday March 4th at 11:59PM

2/28-3/4

Activity: Finding and Evaluating a Scholarly Source

Small Group Discussion: Scholarly Sources

Assignment: Scholarly Source Guided Note Taking

Week 9: Spring Break (3/5-3/13)

Week 10: The Cold War in Latin America and the Rise of Dictatorships

Optional In-Person Class Meeting: Monday March 14th

Due: Friday March 18th at 11:59 PM

3/14-3/20

Historical Interpretation Workshop

Central Historical Question: *What was the impact of the Cold War in Latin America?*

WATCH: “Latin America post World War II, Guatemalan coup d’etat 1954”

READ and RESPOND: Cold War in Guatemala Primary Source Documents and Guided Reading Questions

SMALL GROUP DISCUSSION POST: The Cold War in Guatemala

DISCUSSION POST: The Cold War in Latin America

ASSESSMENT: Historical Interpretation (Interpreting Gloriosa Victoria)

Week 11: Research and Writing Workshop: Corroborating Primary Sources

Optional In-Class Meeting: Monday March 21st

Due: Friday March 25th at 11:59 PM

3/21-3/27

Small Group Discussion Post: Evaluating a Primary Source

Activity: Evaluating a Second Primary Source

Discussion Post: Corroborating Primary Sources

Assignment: Corroborating Primary Sources

Week 12: Apartheid in South Africa: The Soweto Uprising

Optional In-Class Meeting: Monday March 28th

Use of Evidence Workshop

Central Historical Question: *What were the major causes of the Soweto Uprising?*

Due: Friday April 1st at 11:59PM

Watch: Independent Lens, “Have You Heard from Johannesburg: The World Witnesses the Soweto Uprising,” *PBS* 13:9 (12 January 2012).

Read and Respond: “The June 16 Soweto Youth Uprising,” *South African History Online* and Guided Reading Questions

Activity: Soweto Uprising Primary Source Documents and Graphic Organizer

Small Group Discussion Post: June 16 Soweto Uprising

Assessment: Soweto Uprising

Discussion Post: What caused the Soweto Uprising?

Week 13: Research and Writing Workshop: Brainstorming and Poster Design

Optional In-Class Meeting: Monday April 4th

Due: Friday April 8th at 11:59PM

Review: Research Poster Design and Guidelines

Activity: Establishing Significance

Small Group Discussion Post: Brainstorming Main Ideas

Discussion Post: Main Ideas

Assignment: Brainstorming Main Ideas

Week 14: Neoliberalism in Chile

Optional In-Class Meeting: Monday April 11th

Developing Historical Arguments Workshop

Central Historical Question: *What motivated the 1973 Chilean coup and the rise of the Pinochet dictatorship?*

Due: Friday April 15th at 11:59 PM

READ and RESPOND:

Peter Winn, "The Chilean Road to Socialism: Reform and Revolution," *The Chile Reader: History, Culture, Politics*, eds. Elizabeth Quay Hutchinson et. al. (Durham: Duke University Press, 2013): 343-351.

Guided Reading Questions: Winn, The Chilean Road to Socialism

Peter Winn, "Chile's Revolution from Below," in *Weavers of Revolution: The Yarur Workers and Chile's Road to Socialism* (New York: Oxford University Press, 1986): 186-194.

Guided Reading Questions: Winn, Chile's Revolution from Below

WATCH and RESPOND: *The Shock Doctrine* excerpt and Guided Viewing Questions

Small Group Discussion: Finding Primary Sources in a Database

Discussion Post: The Rise of Pinochet

Assessment: Developing a Historical Argument Assignment: The Rise of Pinochet

Week 15: Research and Writing Workshop: Developing a Thesis Statement

Optional In-Person Class Meeting: Monday April 18th

Due: Friday April 22nd at 11:59 PM

Activity: Evaluating Thesis Statements

Small Group Discussion Post: Writing Thesis Statements

Assignment: Crafting and Revising Your Thesis Statement

Discussion Post: Thesis Statement

Week 16: Globalization and Final Reflection

Optional In-Person Class Meeting: Monday April 25th

Due: Friday April 29th at 11:59PM

Review: Globalization Lesson

Small Group Discussion Post: Research Poster

Discussion Post: Share Your Research Poster and Final Reflection

Issue Analysis Poster Final Submission

Final Research Project Due: **Monday May 2nd at 11:59 PM**