

HIST 3305: World Since 1945/on-line

Instructor:

✓ Dr. Katya Vladimirov

My Office is SO 4014

My office hours are by appointment only.

Email: kvladimi@kennesaw.edu

✓ Communications

Contact me ONLY via my email kvladimi@kennesaw.edu

Your professor will respond to email (send ONLY to kvladimi@kennesaw.edu) within 48 hours during the week and on weekends.

Professor will not respond to emails from off campus accounts. Please use your KSU email for all university business.

Taking This Course

Make sure when you enter Desire2Learn (D2L) that you run the "System Check," which you can begin by clicking the "Please click here for a System Check before you login" link.

Pay attention as the System Check runs. Make sure you address any problems with your browser version, browser settings, or display settings.

Please use your student email to contact me. Please allow at least 24 hours for me to respond to non-urgent messages. Do not contact me using D2L/BrightSpace Mail.

Your instructor will respond to email at kvladimi@kennesaw.edu within 24-48 hours. You are encouraged to contact your instructor when you have questions.

Assignments will be graded and returned within one week of the due date.
If you haven't already done so, buy your books or online package
Your syllabus is located on the D2L home page.
Your course schedule is located on the D2L Home Page.

Prerequisites: None

Course description

This course will examine global issues in the post-World War II period. We will monitor changes in the postwar period from the point of view of societies involved with the main purpose-to introduce you to alternative ways of interpreting history by weighing the merits of differing points of view. We will examine the world by themes and regions: The Cold War; the rise and fall of so-called communist states; nationalism; decolonization/neo colonialism; the international economy; racial, ethnic, and religious conflict; gender; class; and environmental issues.

Goals

1. At the end of the course, students will formulate events in chronological order, examine and analyze examples of the major events, significant individuals, and social movements in the political, social, and cultural history of the world since 1945 including the Cold War, Independence, International and National Conflict, Internationalism, Cooperation, State-Building, Gender and Cultural Movements
2. At the end of the course, students will develop social, political and cultural context for major events and themes and compare these events and themes globally across time and space.
3. Students will examine and appraise what has helped define the modern world, their causes, the different experiences of individuals and groups, and their short and long-term consequences.
4. In addition, students will collect key concepts as part of a historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
5. Students will choose historical skills to investigate particular developments of the modern era and the nature of sources; evaluate the reliability and

usefulness of sources and evidence; appraise different interpretations and representations; and compare a range of evidence to support and communicate an historical argument. \

Kennesaw State University Academic Calendar

<http://registrar.kennesaw.edu/academiccalendar/>

Required Reading:

1. Wayne C. McWilliams and Harry Piotrowski. *The World Since 1945: A History of International Relations*, 8th edition
2. Cold War documents (5 parts) downloaded and available in Star Here module.
3. Genocides. Defining the Horrific downloaded and available in Genocide module.

Skills and Other Things You Need

Access to a computer with reliable internet access and sound and video capabilities.

Note: Many of our videos are in Flash and require a program like iTunes or RealPlayer to view. Both are available free—iTunes is available at

<http://www.apple.com/itunes/overview/?cid=OAS-US-DOMAINS-itunes.com>, and RealPlayer is available at www.RealPlayer.com.

Because many of our videos are in Flash, you will not be able to rely solely on an iPad or iPhone to successfully complete this course. You will need a desktop or laptop computer or a tablet computer that runs Flash.

You will need basic computer skills. Can you find a web site if you are given a web address? Can you send and receive an email? Can you attach files and open attachments? If you can, then you will probably have few problems with the technology in this course. You will also need regular access to a computer and Internet service. You can use the labs on campus if you buy a set of headphones. Right now, write down two backup places that you will go if your preferred email access point fails. For example, if you try to get on the internet and you find your home access won't work, where will you go? Then, if during the class you have trouble, you can go to your backup place. Can you go to the local library? To the local community college? To your Aunt's house? If you have no backup places, you probably don't need to take this course. In other words, if your internet fails, it may severely hinder your progress in this class. You will need an email account that you check every day, and your facilitator needs that account address. Email failures, like internet failures, can severely hinder your progress in this course.

You will turn in all assignments in the D2L Dropbox unless otherwise assigned. Acceptable formats for turning materials in to the Dropbox are

- Corel WordPerfect (.wpd)
- Encapsulated PostScript (.eps)
- Microsoft Word (.doc, .docx)
- plain text (.txt)
- Portable Document Format (.pdf)
- Rich Text Format (.rtf)
- web pages (.htm, .html)

No other formats are accepted. If you turn in documents in other formats, your work will be counted late until you turn in the assignment in the correct format.

ADA Statement

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Kennesaw State University's Student Disability Services can be accessed at http://www.kennesaw.edu/stu_dev/dsss/welcome.html
KSU's Institutional Policies for Student Disability Services can be accessed here: http://www.kennesaw.edu/stu_dev/dsss/policies.shtml

A number of services are available to help students with disabilities with their academic work. In order to make arrangements for special services, students must visit the Office for disABled Student Support Services and make an appointment to arrange an individual assistance plan. In most cases, certification of disability is required.

Special services are based on

- ï medical and/or psychological certification of disability,
- ï eligibility for services by outside agencies, and
- ï ability to complete tasks required in courses.

The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services and telecommunications. Should you require assistance or have further questions about the ADA, please contact: Ms. Nastassia Sanaria, ADA Compliance Officer for Students 470-578-6443

Academic services

SDS email address: sds@kennesaw.edu

Primary number for Kennesaw campus: [470-578-2666](tel:470-578-2666)

Primary number for Marietta campus: [678-915-7244](tel:678-915-7244)

Assistant Director & Services Coordinator for Kennesaw Campus - Nastassia Sanabria

Manager & Services Coordinator for Marietta Campus - Katie Fahn

Netiquette

Netiquette Resource Page

The term netiquette is commonly used in reference to popular forms of online communication, including email, forums and chat. It is derived from “Network and Etiquette”, and “Internet and Etiquette”. It is the set of social conventions that guides interaction over networks. These may include email, blogging, chat, discussion board, and white board etiquette. While some netiquette issues are technical in nature, most concern how people relate to each other. Once the technical nuances are grasped, online etiquette is not much different than offline etiquette.

Student Services

KSU provides a variety of services to foster and support student success. To learn more, click here: <http://www.kennesaw.edu/studentsuccessservices/>

Academic Policies

Students are expected to comply with KSU's academic policies, listed here:

Academic Policies to: <http://registrar.kennesaw.edu/student-records/academic-policies.php>

Please note that plagiarism detection software is in place in this course for all assignments. Even if you do not turn work in to the Dropbox, your work may be scanned for plagiarism. If you are caught plagiarizing, plagiarism penalties will apply. To learn more about the definition of academic misconduct at KSU, click here: <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct#2>


Technical Requirements

You will need a computer with a sound card.

You need dependable internet access to D2L Brightspace
You will need Microsoft Office Suite including Microsoft Word, Microsoft Explorer, PowerPoint, and Flash. You can download a free clone version of MS Office at <http://www.openoffice.org> • if you have Windows, make sure Windows Media Player is NOT set as the default wmv and mp4 player. There can be format conflicts with Windows, and the files won't run. RealPlayer (<http://www.realplayer.com>) and iTunes will work fine.
You will also need Adobe's Flash Player and Adobe reader, both available free from <http://www.adobe.com/> -

Additional essential links:

- RealPlayer: <https://customer.real.com/hc/en-us/articles/204041873-Watching-clips-with-closed-captioning-or-descriptive-audio>
- iTunes: <https://www.apple.com/accessibility/mac/>
- DCE Video Player: No accessibility information is provided. Please contact the instructor if you need accommodations.
- JSTOR: <https://about.jstor.org/accessibility/>
- Amazon: <https://www.amazon.com/gp/help/customer/display.html?nodeId=200259430>

 **Technical Support is your responsibility.** If a document or lecture does not open for you, let your professor know. Your professor may be able to answer common or more universal problems. If the problem is on your end (your computer, software, modem, internet connection), it is your responsibility to find someone on your end to help you with the problem. If you are on KSU campus, you can visit the UITS help desk (<http://uits.kennesaw.edu/support/>). If off campus, please call the Student UITS support group (470-578-3555) or email studenthelpdesk@kennesaw.edu.

!!Plagiarism

The following discussion of plagiarism was produced by Writing Tutorial Services, Indiana University, Bloomington, IN and can be found at <http://www.indiana.edu/~wts/wts/plagiarism.html>.

- i **What is Plagiarism and Why is it Important?** In college courses, we are continually engaged with other people's ideas: we read them in texts,

hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

- ii **How Can Students Avoid Plagiarism?** To avoid plagiarism, you must give credit whenever you use
 - another person's idea, opinion, or theory;
 - any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
 - quotations of another person's actual spoken or written words; or
 - paraphrase of another person's spoken or written words.and conditions of fair use, available at <http://owl.english.purdue.edu/lab/fairuse.html>.

Academic Honesty

"Academic Honesty: The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it.

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s). Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation AND will be reported to the Department of Student Conduct according to the process outlined at the following link: <https://web.kennesaw.edu/scai/content/scai---misconduct---procedures>"

Course Requirements, Testing and Grading: Grades are assigned on a ten-point scale as follows: A - 90-100%; B - 80-89%; C - 70-79%; D - 60-69%; F - 59 and below

✔ Grades DESTRIbUTION

640-800-A; 480-639-B, 320-479-C, 160-319-D, 0-159-0

I—Indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair's office.

The Final grade 800 points will be computed as follows:

***4 exams-400 points**

***8 movie reviews and 8 corresponding blog posts-320 points, 40 points. You have to do both, one discussion post and one movie review to get 40 points.**

***4 Quizzes-80 points, each 20 points**

Total final grade -400 + 320 + 80 =800 points

!!🙄 *Makeups and Missed or Late Assignments*

!! *THERE ARE NO MAKE UP EXAMS UNLESS YOUR SITUATION IS EXCEPTIONAL AND DOCUMENTED*

EXAMS: There are 4 exams. Each exam is 100 points.

Exams will include short answer questions and essays. You will need to know specific facts (names, dates and events) for the exams. In the short answer you should be able to provide facts from reading, tutorials and discussion. For the essay you will need to write a thesis statement (particular to place and time) and

defend that thesis with evidence from readings, tutorial and discussion. You will need an introduction, body of evidence and conclusion.

Quizzes: There are 4 quizzes, each is 20 points, or 80 points for all 4. There are 2 self-assessments. No grades. You monitor your progress.

Movie reviews-320 points for 8

There are 8 movie reviews in ASSIGNMENTS. Each movie review together with a post in DISCUSSIONS is 40 points. Please follow the guidelines.

Blogs-they correspond 8 movie review

There are Our Class and 8 Blogs in Discussions. Please follow the guidelines.

In Our Class Blog: Please introduce yourself briefly and share your interests.

For Movies and Films Blogs: Please discuss with the rest of the class your thoughts about assigned films or movies; ask and answer questions, seek explanations. Your participation is required !!!!!

IMPORTANT TIPS for BLOGS

DO NOT PLAGIARIZE. Do not over quote from the reading but do use it as evidence. You may also use appropriate material from the internet as long as you site the source correctly. In other words as a group you should work to find scholarly internet sources that are up to date and accurate.

The discussion should be ongoing. To receive full credit you will need to post early and throughout the week rather than meeting just these deadlines. Use the rubric under grading forms as a guide to performing well on the discussion.

The instructor cannot indicate a number of words or lines that are appropriate to respond fully to a question. If writing includes specific facts and each sentence contributes to the argument, then a student may be able to write less and receive full credit. Discussion posts must be meaningful. Do not write, "I agree" and think that this will count as a meaningful post. Add new information or counterarguments that contribute and move the discussion along. Do not ask what or where questions. Ask analytical (how and why) questions in your post.

- Do not type in all caps – it implies that you are shouting.
- Avoid judgmental or hurtful language that generalizes about any ethnic or religious identity, gender or sexual orientation.
- Stay on topic and in the correct time and place – avoid "what if" history.
- Avoid discussions that are not relevant to the history of the world since

1945.

- Always ask the instructor if anything is unclear.

ESSAY RUBRIC AND GRADING

A = Excellent (80-72 points). Your essay will:

- Have a strong thesis (main point) that is clearly supported by an organized essay
- Provide excellent examples to support your thesis.
- Show thorough comprehension of the ideas presented in class and in the readings.
- Demonstrate innovative ideas and approaches.
- Have strong analyses of material and arguments found in lecture, reading, and research.
- Contextualize ideas and arguments to the overall historical period.
- Have proper citations if needed.
- Be written clearly, with few errors in grammar, spelling, punctuation or usage.

B = Very Good (71-64 points). Your essay will:

- Have a good thesis that is supported by a mostly well-organized essay.
- Provide appropriate examples to support your thesis.
- Demonstrate comprehension of the ideas presented in class and in the readings.
- Analyze material and arguments found in lecture and readings.
- Connect ideas and arguments to the overall historical period.
- Have proper citations if needed.
- Be written clearly, with minor errors in grammar, spelling, punctuation or usage.

C = Good/Average (63-56 points). Your essay will:

- Have a thesis, perhaps flawed, or one that is incompletely supported by the essay.
- Somewhat organized, but some supporting facts appear disjointed ("fact salad")
- Provide examples to support your thesis.
- Demonstrate basic comprehension of the ideas presented in class and in the reading.
- Reveal some incompleteness in the material found in class lectures and readings.
- Incompletely analyze material and arguments found in class lectures and readings.
- Incompletely connect ideas and arguments to the overall historical period.

- Improper use of citations.
- Be written clearly, with some errors in grammar, spelling, punctuation or usage.

D = Below Average (55-48 points). Your essay will have one or more major problems:

- A weak thesis; or one that is incompletely supported by the essay.
- Incomplete or weak organization, largely disjointed ("fact salad")
- Weak examples or neglect to include examples.
- Show minimal comprehension of the ideas presented in class and in the readings.
- Partially analyze material and arguments found in lecture, reading, and research.
- Missing necessary citations.
- Show lack of coherence, or many errors in grammar, spelling, punctuation or usage.

F = Failing (47-0 points). Your essay will receive an F if it meets ANY of the criteria below:

- Does not meet the minimum requirements for a D.
- Shows clear evidence of plagiarism.
- Does not fulfill the requirements of the assignment, including failing to answer ALL parts of the question.
- Contains unacceptable amount of compositional errors.
- Written in stream of consciousness or incoherent argumentation (babbling).

Answering the question

The greatest problem in writing a history essay is deciding exactly what is required from a given question. Frequently students lose most marks by failing to answer the question and only providing information on the topic in general, so this weakness deserves close attention. It means that selecting and interpreting the information most relevant to the question is important and doing the reading that this requires is the first stage.

Having read some of the material and become aware of the issues it addresses and what might be important and gathered a comprehensive set of notes you must be able to select the most relevant material and be able to use it to ask as well as to answer questions.

In its simplest form, failing to answer the question may simply mean getting the subject wrong: asked to write an essay on the Truman Doctrine you write one on the Eisenhower Doctrine. The only way to avoid this is to read the question thoroughly and think carefully. But such basic errors are very rare.

Another problem is when only half of a question is answered. 'Why, and with what consequences, did the USA intervene in Guatemala?' requires you to answer both parts. Too often this kind of question is simply answered from the viewpoint of 'Why?'; you also need to say something about the results of US intervention. Far more common is a failure to direct your answer specifically at the question. It is very easy to slip into writing 'all I know about' a particular issue.

For example, when faced with the question: 'How far was the USA responsible for the onset of the Cold War?' you might mistakenly either write a general history of US foreign policy in the years after 1945 or a general account of the early years of the Cold War. Obviously some points about US foreign policy are needed here; details of the early Cold War years are certainly needed. But you must direct yourself at the question, looking at the USA's role in the early Cold War years in some detail, and then assessing (e.g. by looking at the role of the Soviet Union) the significance of this in leading to conflict.

Always think about exactly what the question requires in order to answer it effectively and plan your essay accordingly.

This crucial operation should not be left until the end of your reading but should go on continuously throughout. As your reading progresses, decide on which books or articles are most relevant. Then plan the stages of your argument in more detail. What specific points need to be made? In what order and with what relative emphasis? Can they be clarified by well-chosen examples or quotations? Planning your essay will help you to avoid the pitfalls mentioned below.

Answers can be unbalanced if too much time is spent on background and not enough on the essence of the problem; too much can be written on one theme when numerous issues need to be discussed.

A particular problem with history questions is slipping into a purely chronological narrative. It is very easy to produce a list of facts and dates without argument or analysis. But factual material should be used as a 'skeleton' around which an analysis is based. (The opposite problem is a diatribe: all opinion and no evidence).

An answer needs analysis. You cannot get away with 'yes' or 'no' even if the question could be answered in this way.

Structure

An essay needs to have a paragraph structure through which the argument that is appropriate to answer the question is developed. Ideally, this should include an introduction to 'set the scene' or to indicate how the argument is going to develop; a number of paragraphs, each dedicated to a particular element in an answer; and a conclusion which draws elements together, looks back to the original question and reaches sensible and coherent conclusions about it.

When questions ask you to produce a 'list' of factors, e.g. 'Why did the Israelis win the 1967 war against the Arab states?', the structure is fairly easy: each paragraph can look at a particular factor. But questions which ask you to 'discuss' an issue will need more thought. In such circumstances your answer should show that you understand the question and for some questions it will be useful to be aware of different schools of thought on a particular problem (the various ideas put by historians), but that you have a case of your own which you favour, and which you develop in the essay from the analysis and information provided by the readings. You are not required to be completely original and will need to rely on the ideas of others. But, by being aware of the implications of others' ideas and being able to adapt them to what is required by the question, you are constructing something linguistically that will form the best answers but also constitute an element of originality.

✓ COURSE SCHEDULE

(Note: If you foresee possible scheduling conflicts for a certain week, it is advisable that you work ahead on the next week's course material. D2L OFFEN GOES THROUGH MAINTENANCE. IN SUCH CASE WE WILL CHANGE DATES, BE SURE TO CHECK YOUR EMAIL FREQUENTLY!!!)

HIST 3305 online class schedule First day of classes

Aug 14, 2017

- Module 1. THE ORIGINS OF THE COLD WAR. The End of World War II and the Dawn of the Nuclear Age. - Due
- Module 1. THE ORIGINS OF THE COLD WAR. The End of World War II and the Dawn of the Nuclear Age. - Due

Aug 27, 2017 10:00 PM

- Movie review 1 - Due
- Aug 27, 2017 10:00 PM
- Quiz 1 - Availability Ends
- Sep 1, 2017 10:00 PM

- Quiz 1 - Due
Sep 1, 2017 10:00 PM
- Module 2. The Cold War Institutionalized. - Due
Sep 3, 2017 10:00 PM
- holiday
Sep 4, 2017
- Exam one - Due
Sep 10, 2017 10:00 PM
- Module 3. The Cold War in Asia - Due
Sep 10, 2017 10:00 PM
- Module 4. NATIONALISM AND THE END OF COLONIALISM. - Due
Sep 17, 2017 10:00 PM
- Quiz 2 - Availability Ends
Sep 17, 2017 10:00 PM
- Movie review 8 - Due
Sep 24, 2017 10:00 PM
- Discussion Movie 8 - Due
Sep 24, 2017 10:00 PM
- Module 5. Decolonization in Asia. - Due
Sep 24, 2017 10:00 PM
- Discussion Movie 8 - Availability Ends
Sep 24, 2017 10:00 PM
- Discussion Movie 2 - Due
Oct 1, 2017 10:00 PM
- Module 6. Decolonization in Africa. - Due
Oct 1, 2017 10:00 PM
- Discussion Movie 2 - Availability Ends
Oct 1, 2017 10:00 PM
- Movie review 2 - Due
Oct 2, 2017 10:00 PM
- Last day to withdraw without penalty
Oct 4, 2017
- exam two - Due
Oct 8, 2017 10:00 PM
- Module 7. Decolonization in the Arab World. The Arab-Israeli Conflict. - Due
Oct 8, 2017 10:00 PM
- Movie review 3 - Due
Oct 15, 2017 10:00 PM
- Discussion Movie 3 - Due
Oct 15, 2017 10:00 PM
- Module 8. After Stalin. - Due

- Oct 15, 2017 10:00 PM
- Discussion Movie 3 - Availability Ends
Oct 15, 2017 10:00 PM
- Quiz 3 - Availability Ends
Oct 21, 2017 10:00 PM
- Quiz 3 - Due
Oct 21, 2017 10:00 PM
- Module 9. Latin America. - Due
Oct 22, 2017 10:00 PM
- exam three - Due
Oct 29, 2017 10:00 PM
- Module 10. Cuba and the Caribbean region - Due
Oct 29, 2017 10:00 PM
- Movie review 4 - Due
Nov 5, 2017 10:00 PM
- Discussion Movie 4 - Due
Nov 5, 2017 10:00 PM
- Module 11. The end of the Soviet Union and its satellites - Due
Nov 5, 2017 10:00 PM
- Discussion Movie 4 - Availability Ends
Nov 5, 2017 10:00 PM
- Movie review 5 - Due
Nov 12, 2017 10:00 PM
- Discussion Movie 5 - Due
Nov 12, 2017 10:00 PM
- Module 12. Islam in the Middle East and North Africa. - Due
Nov 12, 2017 10:00 PM
- Discussion Movie 5 - Availability Ends
Nov 12, 2017 10:00 PM
- Module 13. Genocides - Due
Nov 19, 2017 10:00 PM
- Quiz 4 - Availability Ends
Nov 19, 2017 10:00 PM
- Quiz 4 - Due
Nov 19, 2017 10:00 PM
- Fall break
Nov 20, 2017
- Fall break ends
Nov 26, 2017
- Movie review 6 - Due
Nov 26, 2017 10:00 PM

- Discussion Movie 6 - Due
Nov 26, 2017 10:00 PM
- Module 14. Environment - Due
Nov 26, 2017 10:00 PM
- Discussion Movie 6 - Availability Ends
Nov 26, 2017 10:00 PM
- Discussion Movie 7 - Due
Dec 3, 2017 10:00 PM
- Movie review 7 - Due
Dec 3, 2017 10:00 PM
- Module 15. New brave world - Due
Dec 3, 2017 10:00 PM
- Discussion Movie 7 - Availability Ends
Dec 3, 2017 10:00 PM
- Last day of classes
Dec 4, 2017
- Final exam
Dec 10, 20