

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	School of Law		
<b>ACADEMIC UNIT</b>	Department of Politics and Governance		
<b>LEVEL OF STUDIES</b>	1 <sup>st</sup> Cycle		
<b>COURSE CODE</b>	<b>HIIS-265</b>	<b>SEMESTER</b>	
<b>COURSE TITLE</b>	The US and the World since 1945		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Elective		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	Moodle of the University of Nicosia		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>After completion of the course students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of the role of multidisciplinary theories and methods in explaining, analyzing and critically approaching the Cold War as a field of study</li> <li>2. Demonstrate knowledge and understanding of the role of the United States in the World since 1945</li> <li>3. Demonstrate knowledge and understanding of the main issues and theoretical debates in International Relations with special focus on various conceptual models shaping the modern history of the World and the “Post-Cold-War era”</li> <li>4. Give written and oral presentations on World affairs and international relations and be able to organize the available time and cope with deadlines.</li> <li>5. Communicate in English language both orally and in written form at a high level of competence</li> <li>6. Use IT skills (word processing, Internet and e-mail) as study and communication tools</li> </ol>

7. Have the learning skills to allow them to continue education in a self-directed manner and to work on an academic level within the intended professional field.
8. Make efficient use of libraries, bibliographical material and academic research including AI

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....

- Search for analysis and synthesis of data and information with the use of necessary technology
- Working independently
- Team Work
- Working in an international environment
- Project Planning and Management
- Respect for Differences and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

### (3) SYLLABUS

1. Introduction
2. The Second World War and its Consequences (Bell, pp. 7-23)
3. The Beginnings of the Post-War World and the Antagonists (pp. 24-47)
4. From Potsdam to the Marshall Plan 1945-1947 I (pp. 48-56)
5. From Potsdam to the Marshall Plan 1945-1947 II (pp. 56-67)
6. The Prague Coup to the North Atlantic Treaty, 1948-1949 I (pp. 68-72)
7. The Prague Coup to the North Atlantic Treaty, 1948-1949 II (pp. 72-79)
8. Korea to Hungary, 1949-56 I (pp. 80-90)
9. Korea to Hungary, 1949-56 II (pp. 90-100)
10. Berlin and Cuban Crises, 1957-1962 I (pp. 101-108)
11. Berlin and Cuban Crises, 1957-1962 II and the Cold War in its Early Phases (pp. 108-119)
12. The Cold War and Détente, 1963-1969 I (pp. 227-234)
13. The Cold War and Détente, 1963-1969 II (pp. 234-242)
14. The High Tide of Détente, 1969-1975 I (pp. 243-251)
15. The High Tide of Détente, 1969-1975 II (pp. 251-266)
16. The End and Essence of Détente, 1976-1980 (pp. 267-283)
17. Renewed Cold War, 1980-1985 I (pp. 387-393)
18. Renewed Cold War, 1980-1985 II (pp. 393-405)
19. Gorbachev and Reagan, 1985-1988 (pp. 406-419)
20. Three Years that Shook the World 1989-1991 and the Cold War in Retrospect (pp. 420-442)
21. Global Issues After the Cold War (pp. 445-464)
22. Nationalism, Political Conflict and War in Europe (pp. 465-487)
23. The Wounded Hegemon (pp. 486-514)
24. Democracy and Human Rights (pp. 515)

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face	
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	WhatsApp-Group	
<p style="text-align: center;"><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<b>Activity</b>	<b>Semester workload</b>
	Lecture	20
	Student Presentations	10
	Interactive Teaching	6
	Preparation for the Class	104
	Mid-Term Video Project	30
	Course total	<b>180</b>
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Students will be required to make 2 class presentations. Moreover, there will be a Mid-Term Video Project and Final Exam.</p> <p>The final exams is judged by the following criteria:</p> <ol style="list-style-type: none"> <li>1. Cogency of presentation and argument</li> <li>2. Mastery of the literature</li> <li>3. Critical assessment of literature search</li> <li>4. Analysis of contending arguments</li> <li>5. Originality and clarity</li> </ol> <p><b>Information Video Assignment</b></p> <p>Students must create a video or a series of videos based on one of the issues or topics covered in class. The topic needs to be approved by the lecturer. The total time of the recording should be around 10 minutes. The deadline for submission is the last week of class i.e. week 12 of the semester.</p> <p>Use your mobile phone or another device to record a ten-minute video or a series of short videos (Instagram) TikTok or similar format/style addressing the issue. Try to be creative/original for example I am explaining the Arab Spring in ten minutes to my barber or my little sister or two people I stop in the street. You are encouraged to edit the video and add graphs, pictures or other information. Software could be AppleiMovie Capcut <a href="https://www.capcut.com/">https://www.capcut.com/</a> or Opous Clip <a href="https://www.opus.pro/">https://www.opus.pro/</a> or any other software</p> <p>The video has to be submitted via to Faustmann.h@unic.ac.cy., latest at the end of week 12. Use Webtransfer or a similar software to submit the video. No late coursework will be accepted unless there is a serious reason. Documented evidence is required to support such cases.</p>	

## (5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*  
See *bibliography of the syllabus*  
- *Related academic journals:*